













## PROFILE



Neil Fletcher: "The most important thing in a politician is to be honest."

James Meikle talks to Neil Fletcher, the former lecturer who is now leader of the Inner London Education Authority.

## The game-keeper who upset his erstwhile friends

**K**ids being taught properly... That's got to take precedence over a cuddly relationship with a few trade union leaders.

This is not some Conservative ridiculing Labour for offering "beer and sandwiches at Number 10", but Neil Fletcher, leader of a favourite Aunt Sally for the Tories, the Inner London Education Authority.

"Unions have legitimate interests but the party has a far broader remit," says the former teacher-trade unionist now leading the Inner London Teachers' Association by insisting on staff redeployment and promising to dock money from members who refuse to cover for absent colleagues.

ILTA feels Frances Morrell's successor (he won the leadership election by one vote) has spent too much time pressing his demands on them instead of attacking Conservative policies.

Negotiators for further and higher education college lecturers have also wondered of late "what is the matter with Neil?" because - as leader of the local authority employers - he has refused to countenance a pay deal without big changes in working conditions.

Mr Fletcher sees no contradiction in standing firm on principle while trying to be a good employer. Predecessors at

the bargaining table gave away "jewels" and he wants to call in the chips.

Thus he believes ILTA should never have given away its contractual right to move teachers between schools. Now, in the redeployment exercise, started before he became leader, he readily admits "we have grabbed it back". He thinks many teachers quietly agree with the need to move jobs, but don't say so out of loyalty to ILTA.

"There is no point in pretending to ILTA we are not going to deduct pay. The Labour group and teachers should not be misled on it. There are things to discuss and negotiate on ever aggressive terms when we get there and we don't hold an inflexible view about that."

Similarly, local authorities agreed two years ago on the merger of Scale 1 and Scale 2 lecturers' posts in return for only a promise of more flexibility. That mistake would not be made again.

Now, Mr Fletcher says, he and fellow employers are proposing radical change for the good of the whole service (not least teachers whose status is determined by old-fashioned grading of courses) and his old union, the National Association of Teachers in Further and Higher Education, "just wants things to stay as they are".

"The most important thing in a politician is to be honest - not to say one thing to one person, then turn round and say another thing to someone else. Knowledge is power, but it is depressing to play such games. I don't believe you can run any administration by anything that smacks of deviousness."

This morning's election results will determine whether he faces a still curlier political test as ILTA leader - trying to persuade Tory London boroughs not to follow their party manifesto plan by electing to opt out and run their own services.

But, meanwhile, the former Camden Council member has a clear programme of his own. "I would like to see no class ever sent home again. That is a challenge to the professionalism of the school and elected members. There have to be better ways of dealing with a crisis."

That means not only getting what he wants from the unions but remedying the serious shortage of primary teachers, and urgent measures have been recently agreed.

"We don't have a particularly good relationship with our non-teaching staff. We don't reward them sufficiently for their commitment and initiative, whether caretakers, secretaries, technicians or cleaners. I would like to find ways of employing far more black people, black teachers, black lecturers, that is a top priority."

"Then there is the tertiary problem. We will solve it in the end - ILTA always solves it in the end - but we have got to do it far more quickly and

stop sending confusing messages to people."

"It is quite clear we are not doing proper education properly, young people if only 20 per cent, and we fail all the rest. We have not succeeded in meeting aspirations of working-class parents."

Tertiary will be very important long as we get it right. The flamboyant Ms Morrell, campaigning and media can be replaced by a more pragmatic, used to line-by-line documents, who for its charge of the further education sub-committee and is a lion-year budget.

He has quickly set out his bridges with heads. The ILTA is interfering and there is not just a Fleet Street opinion promising a review of the situation in response to the heading of "uncaring authority" in meeting with 600 of the last after taking office. Most of the believes, are enthusiastic about the authority but they are not respected members of the union and many of them are dismayed.

"I don't think heads want to have to take responsibility for the photocopying of estimates from buildings for or acting as clerk of works or plumber is called, but they more administrative support."

"I think the head's job is sitting down with teachers, the curriculum, helping in, including new teachers, know parents, building the community - not having to cover arrangements for re-allocating a class because of or being transport material."

That could mean promoting or equivalents in the administrative officers in further colleges in bigger schools using the provision of clerical smaller ones.

All this will cost money, problem for ILTA which support grant, although, aniling frankness, Neil Fletcher, the regular director of (Kings) and some very good we are going to have to look at detailed spending reserves, could still be reduced if there is a return to high interest rates go up, but we don't want to be fairly ship-shod into a very difficult year."

Neil Fletcher was a National Union of Teachers taught English at a local school in the mid-1960s. He believes there is a born teacher, can be trained, helped.

He moved into FE, first part-time teaching while working for an external degree at University, then to Harrow FE where he formed the NATFHE. He was the NATFHE chairman, and Maggie, will this year be because of tertiary recruitment.

He later took another job, Merton, then moved into work with the National Government Officers' Association, joined the Labour Party, a sort of person who could not Labour Party in the 1980s. The of Harold Wilson and theism were very different.

He became a member of the "most important thing" of the Tories, Labour rediscovered the soul, and wards the reputation of represents at the present



Frances Morrell: "The most important thing in a politician is to be honest."

## NEWS

Handwriting causes some children serious difficulties. Sue Surkes reports

## The pain of putting pen to paper

Handwriting presents many children with problems, but for some it can cause so much physical pain that they are almost forced to give up.

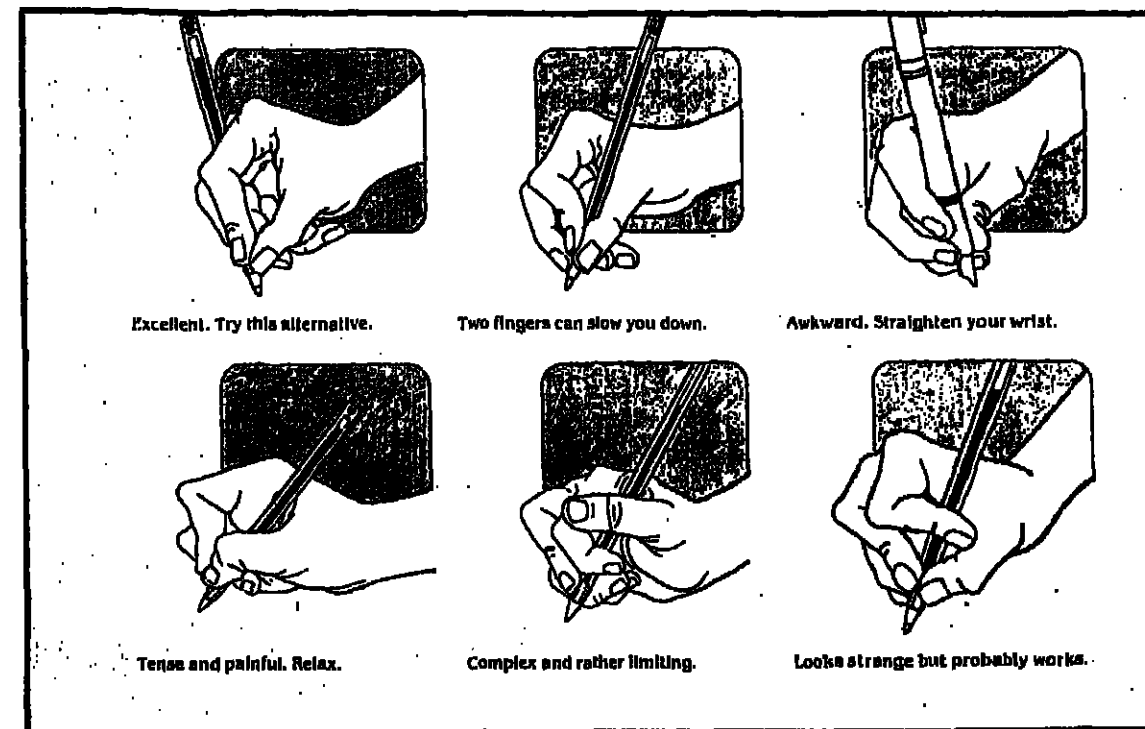
Mrs Rosemary Sassoon, an author of handwriting books, told an audience of heads, teachers, advisers and psychologists at Walsend civic hall last week that a study of 100 pupils aged 15 and over had shown that writing was painful for 40 per cent of the girls and 25 per cent of the boys. A fairly large proportion had taken this physical pain - caused by bad posture or incorrect writing positions - for granted, she said.

Mrs Jean Alston, a lecturer at Crewe and Alsager College, Stoke-on-Trent, who also contributed to the study day organized by North Tyneside's special education support service, said that her research had shown that 21 per cent of nine-year-olds in some Cheshire schools were ill-equipped for the writing demands of secondary school.

Mrs Sassoon said handwriting must be taught and problems diagnosed at an early age. Children had different needs; if a child felt comfortable holding a pen in an unconventional way, it did not necessarily mean anything was wrong.

She suggested teachers asked three questions if they saw a youngster using an unusual grip: did it hurt, did it hinder writing speed, and did it lead to distorted letters? If the answer to any of these questions was yes, the teacher should try alternative pen holds and writing tools.

"I have never met a child who wilfully wrote badly," Mrs Sassoon said. "Very often, it is because he has not been taught. It was important not to destroy a bad handwriter's confidence. The whole secret of one-to-

From: *Helping your Handwriting* by Rosemary Sassoon, published by Arnold-Wheaton

one handwriting remediation is to get the child on your side."

Mrs Sassoon listed some of the practical obstacles to good handwriting: bad posture, inappropriate furniture and bad paper position. The paper was best placed slightly to the right for right-handers and slightly to the left for left-handers, she said.

Incorrect writing positions could result from a child suffering from poor vision in one eye, or because a chair or

table were too low she said.

Mrs Alston, co-author of *The Handwriting File* and a founder member of the Handwriting Interest Group, said i.e.s.s would have to make a number of general decisions if they decided to adopt policies on handwriting. Would tables and chairs be varied according to the size of the child? Would the writing paper be plain or lined and would there be a variety of lined paper?

Flexibility was the key, she stressed. "What you need is a nationally available range of resources from which you can choose to suit individual children's needs."

The Handwriting Interest Group, c/o Janet Tootall, Tameside School Support Service, Teachers' Centre, Waterloo Road, Stalybridge, Cheshire.

## Deaf-blind proposals released by RNIB

The Royal National Institute for the Blind has warned against the assumption that all deaf-blind children are severely educationally subnormal.

In its response to the DES discussion document, *Educational Provision for Deaf-Blind Children*, RNIB points out: "Clearly some, even many, children will also have severe learning difficulties, but staff at the Pathways unit at the Institute's Conventry Hall school, which educates the largest group of deaf-blind children in the country, encounter a number of children who have been wrongly labelled as severely subnormal."

"With special methods of communication and special methods to assist them to cope with everyday life, it soon becomes obvious that these children have considerable intelligence and capabilities."

The RNIB emphasized the necessity to continue the education of deaf-blind children well beyond the minimum school-leaving age.

The Institute says it is doubtful whether a one-year course full time, in a college or university would be an appropriate form of teacher training. "A one-term, full-time course, augmented by a range of distance learning modules with on-the-job assessment in the schools or units where the teacher is based, would offer training opportunities more relevant for meeting the very special needs of deaf-blind pupils."

The DES discussion paper was issued to i.e.s.s and professional and voluntary associations last year in order to formulate a national statement on the needs of deaf-blind children.

## Choice Editions

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"useful, convenient, effective, helpful, practical, serviceable and worthwhile" TES 22 May 1987.

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"an indispensable means of communication" TES 22 May 1987.

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## PRIMARY

# The benefits in putting micros on overtime

by Sarah Bayliss

Primary schools which cannot afford more than a single micro should make the most of the machine by keeping it in operation throughout the day.

A computer which is in constant use "will not wear out, nor overheat", says a new book on the use of micros in Birmingham schools since the mid-1970s.

The book says it may be possible to double the present level of use by clever timetabling and adds that if this is done "you will have effectively gained a second computer".

Timetabling of the machine should be flexible enough to allow sessions to be swapped and to give children extra time to finish important work. Continuity is difficult, especially when sessions are a week or more apart, and some classes find that using the micro for a week at a time works better.

The message to teachers is to plan ahead, not to discount whole-class teaching and not to neglect follow-up work.

"Carefully-planned sessions which form part of a wider curriculum framework are far more likely to be of educational value, even where a child sits at a keyboard only once every three weeks."

Teachers who need support and reviews of software are urged to contact their "satellite" schools — a network set up some years ago, with certain schools earmarked to lead the field.

Meanwhile, a document published by the Hertfordshire County Educational Research and Development Centre says that word-processors in primary schools can greatly benefit children with handwriting and spelling difficulties.

Working with Reluctant Writers, by Penny Allsworth and Christine Key, is an account of their attempts to help

children bridge the gap between spoken and written language.

They worked with small groups of second and third-year junior pupils who were orally articulate but "were seriously underachieving in written expression" and lacking in confidence.

A number of strategies were used to build up their writing, self-esteem.

Brainstorming enabled them to get ideas onto paper quickly, helping the flow of writing and possibly developing into more structured planning.

Drafting and editing met with initial reluctance from the children, but by the end there was "general acceptance" of it as a technique for producing good final copies.

The children were asked to put dialogue to a series of pictures and then construct a story around the dialogue, thus tackling the problems of writing speech.

Crucial to the success of these strategies was the use of a word-processor. Although it had "a great deal of novelty value" for the children, their interest in it did not diminish as the year progressed.

The word-processor made editing very easy, enabling words and phrases to be extended into complex sentences without total rewriting. Whole sections could be added, deleted, or moved around, and mis-spelled words easily corrected on screen.

Micros in Birmingham Primary Schools has been produced by the City of Birmingham Education Department. Enquiries to Brian Sanwans at 021-772 6534.

Working With Reluctant Writers, by Penny Allsworth and Christine Key, is available from CERDC, c/o St Albans College of Further Education, Halford Road, St Albans AL1 3RJ. Price 75p + 25p postage.



Paging Down Under: three Australian pupils who have been communicating electronically with youngsters from Britain as part of the Devon and Tasmania Electronic Mail (DATEM) project take time out of a 22-day visit to the UK to watch Nicola Glenville, of Penryn primary school in Plymouth, compose a letter to the folks back home.

Six Tasmanian children — three of whom are shown above in sweatshirts — met their electronic penpals for the first time when they arrived in Britain to record aspects of life here and to cover the bicentenary of the first sailing of settlers to Australia, *Sue Sarkis writes*.

The up-to-the-minute reports they sent back home via electronic mail — on subjects as varied as wheel-clamping and rising hemlines — were accessible to

around 200 schools in the antipodean island state.

The project, which currently involves eight schools in each country and uses The Times Network System, allows the youngsters to send messages to each other using computers linked to a telephone by a modem, a special black box.

News about Britain and Australia has been winging its way back and forth, each message taking around three minutes to arrive. The words are complemented by videos, souvenirs and other information sent by post.

Chris Harris, aged 11, of Nixon Street primary school in Devonport, Tasmania, said he and his schoolmates had written to children at Penryn about kangaroos and barbecues among other typically Australian things. He

had enjoyed receiving information about the Duke of Edinburgh.

Danny Pucill, aged 11, of Bridgewater primary school in Hobart, which is twinned with Woodbury Salterton Church of England primary near Exeter, said: "It's a lot easier than sending things by post. The message goes across almost as soon as you write it. You feel you are closer to the people you are writing to."

Mrs Sandra Beck, a teacher at Riverside primary school near Launceston, Tasmania, which is linked to Whipton Barton middle school, said electronic mailing projects fitted in with the whole curriculum. "It provides such exciting motivation for the children because there's a particular purpose — sending information to friends on the other side of the world."

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## VOLCUP

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For further information contact:  
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## Fresh attempt to clear up under-5s training muddle

A national conference to promote new initiatives in training for work with under-fives attracted more than 200 people to Nottingham University this week with representatives from education, social services, nursery nursing and other fields.

In an opening address, Professor John Tomlinson, of Warwick University, warned the audience that the political climate was set against efforts to co-ordinate public services for young children but he welcomed the grass-roots efforts that were being made.

Mrs Elsie Dicks, general secretary of the Voluntary Organisations Liaison Council for Under-Fives, joint sponsors of the conference, said good quality services depended on good quality training.

An innovative panel of experts had been set up by under-fives experts in the East Midlands who wanted to redress the training "muddle" and to offer multi-disciplinary courses. This panel had set up the conference with VOLCUP and she hoped similar panels would be established elsewhere.

"She welcomed the grass-roots 'explosion' of new initiatives in recent months which VOLCUP wanted to spread. Several themes were important: for instance the need to unite the care and education of young children; parent and community involvement; a curriculum for young children and equal opportunities."

In a series of seminars, 10 new initiatives in training were outlined. These included:

1. A new diploma in "multidisciplinary approaches to young children and their families" devised by the East Midlands panel, to be followed by a diploma in child care.

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## Roof faults force schools to close

Three Cheshire primary schools have been forced to close for up to six months because of structural faults in their roofs.

The faults — which threatened the imminent collapse of the roofs — could cost the county council thousands of pounds to repair.

The construction company went into liquidation in the early 1970s, so original expenditure is unlikely to be recovered.

A primary school at Holmes Chapel was hastily evacuated last month when it became apparent the roof was in danger of collapse. The county last year built a new school — built in the 1960s under a commercial "design and build" package deal — and at first it was feared all might be affected.

But an urgent and comprehensive inspection by the county's structural engineers, has cleared most of them. Two further primary schools, at Alsager and Wilmslow, have been closed.

Chief county architect, Mr. Clive Howard, said the three schools, all built in 1961, were the first in the county to be constructed in this particular way. The fault is in roof beams made from timber bones with hard-board web, but the other 21 schools built subsequently have beams either of solid timber or steel, he said.

## Primary Index

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## Advertisement

## UCCA Course Vacancy Service on Prestel Education

Prestel Education has reached agreement with UCCA for details of university courses with vacancies to be published on Prestel Education in August and September this year.

Every year tens of thousands of applicants for a place at university or polytechnic find that when the A level results come out in August, they have failed to get the grades they need.

However, while the most popular subjects and courses fill up quickly, many degree courses, at universities, polytechnics and colleges, still have places vacant.

The main problem for the prospective student, and for the school, college or careers centre providing advice, is to get accurate information quickly, as to which courses are full and which still have vacancies.

For the past two years Prestel Education has been providing course vacancy information from the polytechnics and colleges of higher education. Last year two services were available via Prestel — the ECCTIS database, funded by the Department of Education and Science, and POLYTEL, funded by the Committee of Directors of Polytechnics.

This year UNIVERSITY course vacancy information will also be available. This will be provided both on Prestel Education's own database, and on the ECCTIS database, which is held on the Open University computer and available via Prestel gateway.

UCCA database on Prestel Education Last year, some Prestel Education subscribers had difficulties getting through to ECCTIS in the first few days after the A level results came out. This was because the course vacancy service was so popular, that all capacity on the high speed datalinks which link the Open University computer to the

Prestel network, were engaged.

This year, in conjunction with ECCTIS, we are increasing capacity on the Prestel gateway to the Open University computer more than fourfold, so the problems should not recur.

However, to make sure that Prestel Education customers are not disappointed, UCCA course vacancy information will be provided on Prestel Education's own database as well as on ECCTIS. This means you will still be able to get through, even if all lines to the Open University are engaged.

The Prestel Education UCCA course vacancy database will be held on standard Prestel pages, and designed to be as simple to use as possible. An alphabetical subject index of courses, identical to the alphabetical index at the back of the UCCA handbook, routes you direct to the Prestel page or pages indicating which university courses for that particular subject are still accepting applications.

Details of which courses have vacancies will be provided by UCCA and updated daily from 18th August until the end of September.

### ECCTIS

The ECCTIS database provides basic details of over 30,000 postgraduate, degree and higher education courses at all universities, polytechnics and colleges of higher education in the UK. In August and September, ECCTIS carries the AFEIS (Advanced Further Education Information Service) details of course vacancies at both polytechnics and colleges of higher education. This year, vacancy information from the universi-

ties will also be carried on the ECCTIS database.

POLYTEL, on Prestel page 226, carries current vacancy information on all higher education courses at polytechnics. In addition to the first degree courses covered by PCAS, POLYTEL includes Dip HE and HND, and Art and Design and Teacher Education courses.

### Why Prestel?

The great advantage of Prestel is that the system is big enough to cope with the

massive demand for course vacancy information which occurs every year when the exam results come out, without running into major capacity problems.

Prestel has been carrying information on higher education course vacancies for over two years, so the system has been thoroughly tested.

Course vacancy information changes so quickly, that when you consider the effort and expense of making countless telephone calls (at trunk call rates) it is clear that Prestel Education can save a great deal of time and money in the search for a place.



Students in the library at Middlesex Polytechnic, where the POLYTEL polytechnic course vacancy service is based.

## Prestel Education Britain's Leading Educational Database

Prestel is part of British Telecom and is the world's first and largest videodata service.

Prestel currently provides around 300,000 pages of information and interactive services from over 1000 organisations.

Prestel customers include large businesses, small firms, schools, colleges, farmers, hotels, high street shops and banks and private homes.

Information providers on Prestel include government departments such as the DES, DTI and Department of Energy, examination boards such as AEB, BTEC and City and Guilds, public bodies such as the British Library, Health and Safety Executive and the Sports Council, educational organisations such as Council for Educational Technology and the School Curriculum Development Committee, major companies such as British Airways and ICI, and others such as the Stock Exchange, Time Out, and the Consumers' Association.

Prestel pages are displayed on the screen in the standard easy to read videodata format of 24 lines of 40 characters and seven colours. With a suitable display monitor, this means you can use Prestel for classroom

demonstrations, and with groups of children, as well as for individual work.

What does Prestel Education offer schools and colleges?

Prestel Education includes specialist databases of real value to education, such as the ECCTIS higher education course database, The POLYTEL and UCCA course vacancy services, the SIGNPOST careers guide, NERIS, the National Educational Resources Information Service, the SCHOOLS' TELESOFTWARE service and SEND, the Special Educational Needs Database.

You can use Prestel Education in computer studies classes, to show children the principles of databases and electronic mail. Instead of making do with a simulation, you can show them real practical applications of Information Technology already being used by thousands of people both at work and at home.

At a time when GCSE and other new curricula place the emphasis on making teaching and learning more relevant to the outside world, Prestel can provide a source of up to date information for use across the curriculum. This is especially important for TVET and

CPVE, and in subjects like Business Studies, Health Education, Geography and Life and Social studies.

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In both cases you also need access to a telephone line with the new style (square type) jack socket. This is fitted by your local British Telecom area office.

To use a microcomputer as a Prestel terminal you need a suitable modem, and software to convert your micro into a Prestel terminal.

Many schools and colleges already have a telephone line, a microcomputer, and a modem, so in this case all you need is the software. For the BBC microcomputer a suitable package is available direct from Prestel Education and costs £19.95. Software is also available for Research Machines and other commonly used microcomputers.

How much does Prestel cost? For schools, teachers' centres and LEA

advisers, a subscription to Prestel Education costs £48 a quarter (£192 a year) and includes unlimited use of the whole of Prestel.

This means that schools can make full use of all the facilities and services available on Prestel while still working within the constraints of a fixed budget.

Further and Higher Education colleges, Careers Offices and other educational establishments pay a slightly different tariff. This costs £20 a quarter (£80 a year) plus a time charge of 4p per minute in the daytime. There is no time charge if you use Prestel before 8am or after 6pm Monday to Friday, before 8am and after 1pm Saturday and all day Sunday. Schools, teachers' centres and LEA advisers may also take this tariff if they so wish.

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## Course and Careers services on Prestel Education

### ECCTIS

Held on the Open University computer and first made available via Prestel gateway in 1984.

Provides basic details of over 30,000 postgraduate, degree and higher education courses at all universities, polytechnics and colleges of higher education in the UK.

Currently being extended to include all non-advanced FE courses across the country.

Carries the AFEIS (Advanced Further Education Information Service) details of course vacancies at both polytechnics and colleges of higher education in August and September. This year, university vacancy information will also be included.

### PICKUP

Basic details of around 8000 short courses, mainly at public sector institutions. Funded by DES and run in association with ECCTIS on the Open University computer

### MARIS

The Materials and Resources Information service. Database of information on self study and other training materials. Funded by MSC and based at the National Extension College. Currently available via Prestel gateway to MARIS subscribers only.

### POLYTEL

Funded by the Committee of Directors of Polytechnics and based at Middlesex Polytechnic. Vacancy service first launched in July 1985.

Provides current vacancy information on all first degree, Dip HE and HND courses at polytechnics, including art and design and teacher education courses.

Updated daily in August and September.

### SIGNPOST

Information on over 300 careers provided by COIC, the MSC's Careers and Occupational Information Centre. Also includes advice and tips on finding a job, and a free Prestel mailbox to contact COIC and request a search on your behalf.

### UCCA COURSE VACANCY DATABASE

Indicates which university courses still have places vacant during the clearing period from 18th August to end September. Information provided by UCCA and updated daily.

Held on Prestel Education's own database on Prestel page 888.

### SUMMARY OF COURSE VACANCY SERVICES

UNIVERSITY course vacancy information provided both on ECCTIS and Prestel Education's own database.

POLYTECHNIC course vacancy information provided on POLYTEL and ECCTIS.

Vacancy information from the COLLEGES OF HIGHER EDUCATION provided on ECCTIS only.



## NEWS



Falklands factor: David Harriman, who teaches metalwork and woodwork at the Withersden high school on Humberside, is leaving to teach maths, English and general science at Stanley senior school in the Falkland Islands.

## Cows slip on to Welsh history curriculum

by Iola Smith

If an aggressor broke a victim's thumb in Dark Age Dyfed, the compensation due would be two cows.

Cows featured prominently in early Welsh law. They were given to appease a murder victim's family or to pacify an injured wife whose husband had a mistress, according to the new GCSE Welsh history curriculum developed by Dyfed County Council's cultural services department.

Mr Wyn Morris, the advisory teacher who compiled it, selected crime and punishment as two of the topics for the new curriculum. Until the launch of Dyfed's bilingual resource pack this month, there was little material available focusing on law and order in Wales.

The pack traces the history of crime and punishment from Roman times to today, draws heavily on contemporary sources and compares the situation in Wales with the position elsewhere in the UK.

Crime and punishment are not the only topics chosen, however. The Rebecca Riots (during which groups of farmers dressed up as women and attacked toll gates, work houses and the occasional vicar who charged too high a tithe) occurred in the county in the 1840s, and the Dyfed team has converted contemporary archive material into texts and a video.

The project also enables pupils to evaluate their county's history in a world context, and compare the poverty suffered in 19th-century Dyfed with that existing in developing countries today.

## Clock-watching exercise starts at 60 schools

by James Melke and Richard Garner

Hundreds of teachers will start on Monday to log their hours as a dry run for clock-watching by colleagues next term.

Staff at 60 schools in inner London, South Yorkshire, Cleveland, Lincolnshire, Clwyd and Gloucestershire have been issued with time sheets by the National Union of Teachers and National Association of Schoolmasters/Union of Women Teachers.

Hours counted will include actual teaching, supervision duties, all breaks except the lunch hour, invigilation outside normal school hours, sports, clubs and societies, parents' evenings, staff meetings and detention. Residential field trips and school trips should be logged as taking up 24 hours a day, the unions advise members.

The two-week experimental hours counting exercise began as the two unions suspended selective strikes to await the new government's attitude towards restoring their negotiating rights.

From the start of next term, the teachers must be available to be "directed" by the head for 1,265 hours in a year, as well as doing marking and preparation in other undirected time.

The limit set in new conditions of service imposed by the Teachers' Pay and Conditions Act is the same as that agreed by unions in the ill-fated ACAS talks last year.

They justify the time sheets as providing protection for members against excessive workloads. Spread over 195 working days, the directed time comes to just over 32 hours a week, and the unions advise that the

total working week should not exceed 35 hours.

Mr Nigel de Gruchy, deputy general secretary of the NAS/UNT, said: "This whole operation will continue so long as we have imposed conditions of service. It is not industrial action. We are simply working to Baker rules."

"If we get negotiating rights restored and negotiate a new agreement, we might take a different view."

The Assistant Masters and Mistresses Association has also advised members to record their hours carefully. Such action is likely to mean fewer trips, clubs and societies for pupils.

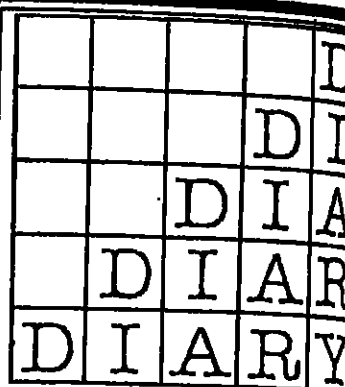
Wednesday's suspension of strike action - agreed earlier in the election campaign by the NUT and the NAS/UNT - is likely to mean there will be no further strike action in schools before the autumn term.

Mr de Gruchy said: "We certainly cannot rule out a resumption of action. But we don't want talks with the new secretary of state to take place against a background of threats."

The final week of this round of action saw teachers walking out on Monday and Tuesday in a total of 42 of the 104 local education authorities in England and Wales.

Members of UCAC (the Welsh teachers' union) were on strike on Monday, Tuesday and Wednesday.

Mr Wyn James, general secretary, said: "The teachers are the second group of workers to lose the basic right to negotiate. The same thing happened in Italy and Germany during the 1930s."



## Random replies

The politicians' buzzword of the general election campaign has undoubtedly been "gaffe" (or so-called blunder), and one of the most damaging all week came allegedly from a junior official at the Department of Education and Science.

A member of the All-London Parents' Action Group phoned the DES to ask why the HMI's annual report on local authority spending was delayed. It is being suppressed, he said.

Of course not, you would have expected our man (or in this case, woman) at the Ministry to reply. Instead, she said: "We are holding back case after the election there is a new government and they want to make alterations."

Minutes later, a more senior bureaucrat phoned back to give the official, revised version. "The report has been delayed because it is a longer one than usual, is still in draft form, and will not be published until later this month, or July."

When I rang the DES press office, I was surprised by yet another different explanation: "The report is usually published the third week in May, because of the election a moratorium was placed on all HMI reports. We should not be publishing material that would be taking the spotlight from the election. This is on the instructions of the Cabinet Office and is a convention that has been observed in previous elections."

Despite the wide variation in these replies all three, as we pollsters say, are within the limits of sampling error.

## Fluster of flags

The political row is still rumbling over Mrs Thatcher's photo call at Wedderburn school in Chatham, when pupils were given "I Love Maggie" hats and Tory banners. Apart from the National Union of Teachers being moved to threaten legal action, Mr John Nokes, the head, is also upset. He observed (not surprisingly, since it was the Tories that had the section about "political indoctrination" in schools written into the 1986 Education Act) that Mrs Thatcher seemed embarrassed at the welcome laid on by her aides.

Even more embarrassing, Ms Brenda Trench, the Tory chair of Kent's education committee, has written to Conservative Central Office complaining that the spectacle was "silly and insensitive".

"We do not want our children being given banners to wave from any political party," she said.

## Such outsiders

One candidate who failed to reach the starting blocks was Mr David "Screaming Lord" Sutch of the Monster Raving Loony Party, who didn't get in his ballot form properly.

Meanwhile, his near namesake, Mr David Sutch, press officer of the Federated Union of Management and Professional Organisations, which represents senior education officers, has also become surplus to requirements.

His job has disappeared following a bureaucratic reshuffle (an earlier one led to the enlargement of FUMPO in 1988). The post has now been abolished and press inquiries will in future be handled by FUMPO's communications officer, Mr Keith Brown.

Despite being an honorary post, the disappearance has caused a rift between Mr Sutch, who says relations with the media will suffer, and Mr Mike Chantrell, FUMPO president, who maintains the move will centralise media relations and is "logical and sensible". If it were Mr Sutch to be grateful at no longer having to explain who and what the little-known "trade union" is and does.

## Acronym

## Poor countries draw more awards

by Jeremy Sutcliffe

The number of awards made to students from the world's poorest countries has almost doubled since 1980, according to the Overseas Research Students Committee.

Since the introduction of the ORS awards scheme in 1980, the proportion of students from countries included in the OECD's three lowest economic categories has risen from 34 per cent to 43 per cent. In the lowest category, the proportion is almost double, according to the ORS report for 1986.

The awards scheme, which meets some of the tuition costs of overseas students, was introduced after the

Conservative Government scrapped the overseas student grant in 1979. Since its introduction, the number of students receiving awards under the new scheme has grown from 347 a year to 802 in 1985. Interim figures for last year show the number was cut to 777. Last year, a record number of overseas students applied to British universities, but because the Government imposed a ceiling of 800, the ORS was forced to restrict the number of awards.

The scheme plays a major role in attracting to the UK high-calibre postgraduate students, who make a

valuable contribution to Britain's economic, scientific and educational life, according to the annual report.

Of the 9,000 students currently in postgraduate research in Britain, about 1,800 receive ORS grants. "Few, if any, of these students would be able to pursue their research here without the financial help afforded," says the report.

ORS Awards Scheme Annual Report 1986, is available from the Committee of Vice-Chancellors and Principals, 29 Tavistock Square, London WC1H 9EZ.

## EIS censure move fails

by Neil Munro

A move to censure the national executive and the general secretary of the Educational Institute of Scotland for their conduct of the teachers' pay settlement was narrowly defeated at the union's annual conference at the weekend.

Mr John O'Donnell, Lanarkshire and council member, said the special conference of the union last November had resolved to have no trade-off between pay and conditions, no divvies in any pay deal, and no worsening of conditions. Yet the national executive had recommended a settlement which included all three.

Ms Joan Leonard, also Lanarkshire, said the agreement had "thrown us to the wolves to fight our corner and to fight every detail day in and day out". The executive had "washed its hands" of the membership in a contractual and divisive deal.

Mr Les Fulton, a strategist of the EIS campaign, told conference: "This motion is asking you to condemn the executive for making a recommendation which was backed by 72 per cent of the membership. So you would be condemning a majority of your own members and indeed would be in danger of publicly deserting. If this motion were passed, that the AGM is not representative of the membership."

The censure motion was defeated by 210 votes to 175. Next, a motion was tabled expressing "disappointment, dismay and anger at the timing, method and content" of the general secretary Mr John Pollock's threat to resign if his members had rejected the pay offer in the ballot.

It was a blatant and improper attempt to influence the outcome of the vote, and a betrayal of trust," he added.

Mr Pollock survived the censure motion by 214 votes to 152.

## Foundations of Geography

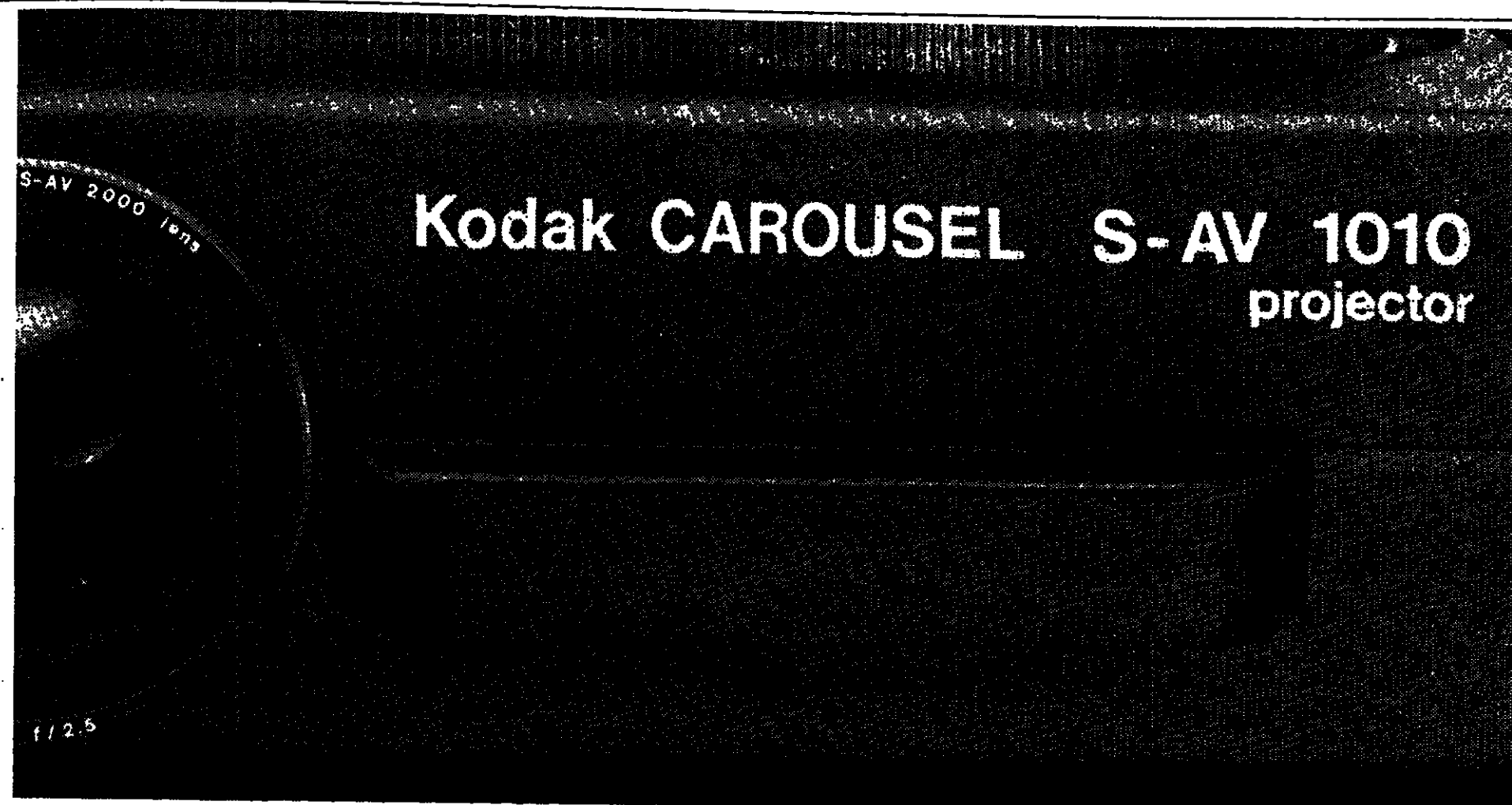
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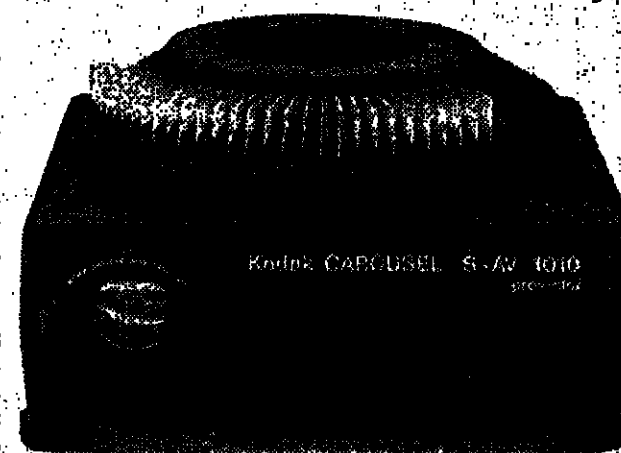
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## Falling rolls pose threat to middle schools

by James Meikle

Some small middle schools in Bedfordshire may soon face closure because they have too few children and teachers.

Twelve of the 43 nine to thirteen middle schools in the county have under 300 pupils. Most have resorted to class sizes of more than 30, causing particular worry over the teaching of "practical" subjects such as craft, technology, science and music.

Middle schools are the one sector not to benefit from more than 100 extra teachers provided as part of a £3 million boost to education spending this year. The increase contributed to a 23 per cent rate rise agreed by the hung county council's Labour and Alliance groups.

Secondary schools received extra staff for GCSE, some primary schools have benefited and there are additional teachers for the integration of special needs pupils and schools in social priority areas.

The spending increases followed a review of Bedfordshire schools, conducted by the county inspection and advisory service, but based on the responses of headteachers.

The resulting report highlighted worries about staffing, training, resources and equipment, support staff, and pupil attitudes and parental support. The condition of school buildings also disturbed inspectors.

Mr John Bailey, the county's chief inspector, stressed that the authority was firmly behind the middle school system on educational grounds. Councils are now considering reorganization in Dunstable, because of worries over 16-plus provision, and the future of 11-16 high schools in the Luton area, the only part of Bedfordshire without middle schools.

"The county council, when it clears up the high school issue, has got to turn its attention rapidly to small middle schools," said Mr Bailey.



A musical diet that is restricted to orchestral training can be stultifying

Sweeping changes in the organization and teaching of music are necessary if the GCSE examination is to succeed, according to the United Kingdom Council for Music Education and Training.

Crash courses for all on a wide range of instruments must take precedence over emphasis on individual excellence if pupils are to cope with the new demands for composition and improvisation. Charging fees for such basic tuition is out of the question, it says.

Instrument tutors will have to abandon much of their peripatetic work and take a more central part in curriculum planning and development, and local education authorities will need to offer such tutors a proper career structure.

Mr Michael Werne, assistant music inspector for Kent, told the UKCME annual conference at Reading University: "It does not compromise high standards to give every pupil a working standard." He called for more team-teaching, co-operation between teachers and instructors, group sessions for pupils to acquire piano skills and cross-fertilization with drama and dances, where improvisation was natural.

Two recent HMI conferences produced broad agreement within the profession that music should become a

Ian Nash reports on how music tuition in schools will have to change to meet the requirements of the GCSE

## Learning to dance to a different tune

practical, workshop subject and that performing should feature significantly in general music education in schools. This was seen as a matter of urgency since the GCSE demanded that one third of assessment should be based on performing skills.

But traditional skills needed to teach individuals and groups would not be sufficient for broader teaching in the classrooms, they agreed. Other skills required included composition; improvisation, performance, listening, practising, discussing and even reading about music. A new dialogue was needed to help the teacher foster aesthetic awareness in the pupil.

There were specific activities which could be used to measure progress under the new GCSE criteria including singing, playing an instrument, inventing music, listening, reading and writing music. And it was shown that these cultivate the intellect by developing and refining musical concepts such as pitch, rhythm, timbre, form and style.

The conference of the UKCME, which represents the majority of those interested in music education, therefore set about defining how the new examination goals could be best achieved. It did so by comparing the latest developments in a number of authorities from Wolverhampton to Kent.

Wolverhampton has developed a bridge between teachers and instructors by setting up a music centre with 34 full-time and three part-time tutors. It is the base for all in-service music training in the city. A single structured like a school with a headteacher, three heads of department and a number of staff. Teachers with specific job descriptions based on five curriculum development areas.

The decision to employ full-time instructors, rather than part-timers, and offer them a career structure was a conscious one, said Mr. Keith Schaeffer, music inspector. "One does not suddenly put people to get more committed corporate approach than one usually gets from someone working three or four hours a week for you."

Teachers are regularly employed at weekends and evenings in the centre and teams of tutors visit all schools.

some of the most creative work being done by children with special educational needs. In consequence, the divide between teacher and tutor has blurred.

The results speak for themselves: 4,500 of Wolverhampton's 40,000 pupils are learning instruments and the number is increasing. "It is a great weapon at my disposal to say that over the past five years the number of pupils receiving instrument tuition has doubled despite falling rolls."

All instrument provision and tuition is free and a £40,000 i.e.a. fund provides interest-free loans exempt from VAT to encourage able pupils to buy their instruments before leaving school. The authority is considering extending financial support to rock music, ethnic music and community support groups.

By contrast, Kent appears to promote a mad dash for excellence with the majority being trampled over on the way. It has 112 full-time equivalent teachers for 9,000 pupils (many of them adults), and 800 schools. Demand outstrips supply of peripatetic tutors and many schools are refused tuition because they have an inadequate number of excellent pupils.

Pupils in schools lucky enough to be selected are then given aptitude tests and all but the best are rejected. Most of the pupils turned down then compete for places.

Kent is, however, a victim of its own



post-war success in providing tuition which has undoubtedly fostered some of the finest individual performers in the country. But, as Mr Werne pointed out, expectations are changing, not least with the GCSE which is reflecting, rather than preceding, change.

Unfortunately, the politicians have not grasped the nettle. "In Kent, pushing the point that instrument teachers must become GCSE-conscious, we were slow to get round, because it took time to convince authority that instrumental teaching needed to know anything about its first in-service training is this year, a year after the course started," he said.

Kent's policy of encouraging school into youth and school orchestras soon as possible would not appear to be compatible with the aims and objectives of the GCSE. And of generally reject the notion that excellence for a few is synonymous with good music education. Mr Werne further: "It is stultifying to have only of orchestral training," he said.

The problems in Kent are not unique, they also reflect the difficulties of predominantly rural areas compared with urban authorities such as Wolverhampton where concentration of resources and services is straightforward. But if Kent is to succeed with the new GCSE it will appear to need to underpin its present provision with a more egalitarian structure.

Mr Anthony Howie, head of the faculty of creative arts and physical education at Holland Park comprehensive in London, made the point succinctly when he said, with one of the GCSE based on performance, "what we need to ensure is that the students receive the tuition as a right."

Conference delegates emphasized that the human voice was no less easily neglected. Mr Howie agreed but stressed the need for a range of instrumental tuition. At Holland Park all pupils had access to keyboard, guitar and percussion lessons. Peripatetic contracts had been extended from two to three hours to three days.

The mammoth fundraising effort will receive extensive coverage from British television and radio. John Crover's Newsround, BBC television children's programme, has launched a competition to find 14 "roving reporters" who will travel the globe to cover the Sports Aid '88 project.

The mutual self-support of teachers and tutors had also alleviated one of the major problems - that of payment of expert tuition - as many reported themselves as multi-jointment teachers. "Teachers and tutors working together in class composition had also led to an increase from 10 per cent to 30 per cent of time spent on tuition."

Rather than diminish individual excellence it has resulted in quite the reverse, because personal motivation has improved. "The quality of

## 1 in 3 teachers of Welsh not qualified for job

by Sue Surkes

A third of the teachers of Welsh in West Glamorgan secondary schools and colleges are not qualified to teach the language, according to HM Inspectorate's report of Welsh as a second language.

The inspectors visited 25 secondary schools, (but not the county's two bilingual comprehensive schools) and three colleges in 1985.

They found that out of 100 teachers of Welsh, only 65 per cent had a degree or a college of education main qualification in the language. Nine teachers without a college qualification in the subject had a substantial Welsh teaching programme. In four schools, almost 50 per cent of the lessons were being taught by teachers who were not subject specialists.

The main qualifications of non-specialist teachers were in physical education, music, history, religious education, and modern languages. Little in-service training had been provided to help them teach Welsh.

The inspectors found much to commend during their visits but discovered tremendous variation in the use of Welsh in the classroom, with half of the schools attempting to use it regularly and the other half depending largely on English.

During the first three years of secondary school, there was often a tendency to follow too slavishly the Cwrs Cymraeg Ysgolion Uwchradd - the widely-used communicative course developed by the National Language Unit of Wales. In a number of classes, the objectives were undemanding, the range of activities narrow, and the textbook too heavily relied upon.

At the other end of the age range, HMI found that students were carefully prepared for the A level course in Welsh, but that disappointing use was sometimes made of material.

The inspectors conclude that most departments had made an encouraging start to teaching the new communicative course and that external exam courses in the fourth and fifth-years were carefully taught. But the teaching standard was uneven.

● Around 78 per cent of primary schools in Wales either use Welsh as a teaching medium or teach it as a second language, according to the latest Welsh Office statistics for the academic year 1985/86.

Statistics of Education in Wales shows an increase in five to ten-year-olds described by headteachers as fluent Welsh speakers - from 13.5 per cent in 1978 to 15.9 per cent in 1985.

## Pupils answer challenge of fighting starvation

by Jeremy Sutcliffe

A new challenge to the world's school-children issued by the Sports Aid Trust looks likely to surpass its successful Race Against Time, which last year involved 20 million people and raised £20 million to help feed starving people in the Third World.

Invitations have gone out to nearly 35,000 British schools asking them to take part. The organizers have reported an overwhelming response.

The climax will come when 436 children - a boy and girl from each of the world's 218 inhabited countries - petition world leaders at the United Nations General Assembly in September 1988.

The occasion will, say the organizers, be a "roll-call of conscience" - seeking a moral commitment from leaders of each country to fight starvation.

A year-long programme of sport and entertainment will begin this September at the finals of the World Athletics Championships in Rome, and will end days before the start of the 1988 Olympic Games.

The mammoth fundraising effort will receive extensive coverage from British television and radio. John Crover's Newsround, BBC television children's programme, has launched a competition to find 14 "roving reporters" who will travel the globe to cover the Sports Aid '88 project.



Making their mark: Comedy duo the Vicar's Boys set out the race track, while...



Slides, videos and even microcomputers can be useful to the home economist

## Audio-visual aids allowed to gather dust

by Bert Lodge

**HMI reports**

Most of the home economics departments in the 13 secondary schools in Powys need to rethink their syllabus, says a report by HM Inspectorate. Aids to learning such as slides, videos and microcomputers are underused, and theory, practice and inquiry should be integrated more thoroughly to provide more challenging assignments.

Nine schools were visited in one week in the spring of 1986; for the remaining four, knowledge gained on formal inspections and from specialist visits provided the basis of the report.

Few schemes of work have been drawn up as detailed working documents. Some are particularly slight in content, consisting only of a list of topics. A number lack necessary staff guidance to learning approaches, and have an imbalance between practical work and supportive theory, and associated investigation.

"This is usually associated with a

Copies of Welsh HMI reports may be obtained from the local education authority or from the Education Department, Welsh Office, Cathays Park, Cardiff CF1 3NQ.

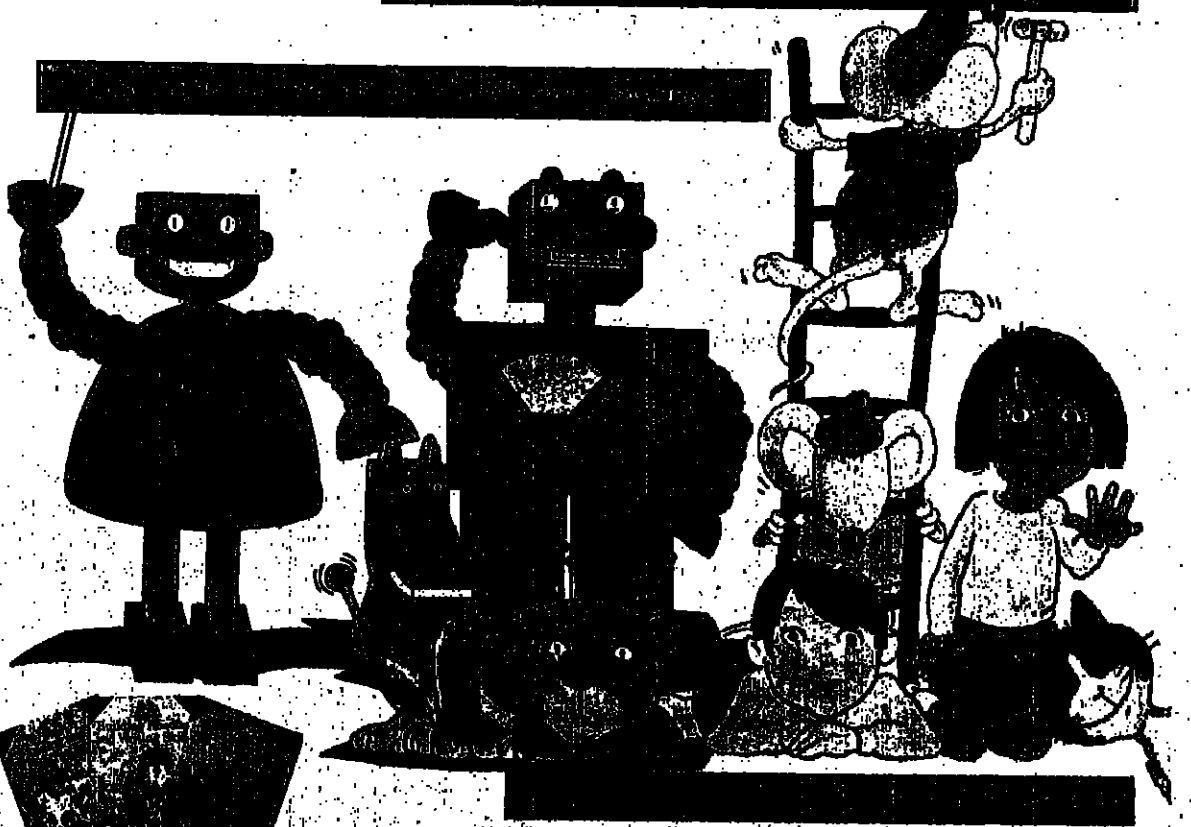
lack of cohesion within the department, frequently resulting in undue variability in the quality of pupil experiences."

However, some schemes start with assessment objectives effectively related to course content. Three of these include objectives specifically related to the less able.

Despite the availability of audio-visual equipment, little use appears to be made of it, and no instance was observed of project aids forming part of the lesson during the survey week. Interest was expressed in computer-assisted learning, but few developments had taken place.

Only a minimum of schools undertake investigatory work in food and textiles, and in these schools the amount and scope of the work is limited. The activities are usually closely directed by the teacher and conducted in isolation from broader applications of the processes concerned. As a result, pupils develop only a limited understanding of underlying principles.

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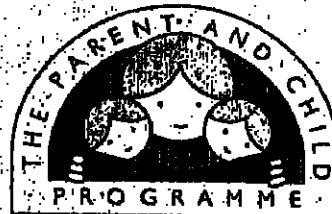


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James Meikle reports from the National Union of Teachers' secondary education conference

## Coursework fee demands could 'kill off' GCSE

Teachers' demands for payment for assessing GCSE coursework could "kill off" the new examination, the NUT's secondary education conference was told this week.

Mr Colin Vickerman, the secretary of the Joint Matriculation Board and joint secretary of the Northern Examining Association, predicted that fees would go up to a level which neither the local education authorities nor the Government would be prepared to fund.

His comments came as seven teachers' and lecturers' organizations tried to break the stalemate in talks over a national system of payment with the boards represented by the GCSE Joint Council.

Teachers are already conducting assessment in schools for the GCSE "for free", but the whole issue could become embroiled in the general work to contract due to start next term, unless such assessment is effectively recognized as private work done for outside bodies.

The teachers want payments ranging from £4 to £8 per hour for course and project assessments, depending on the workload expected. At present pay-

ment for CSE project marking varies considerably between boards, although most offer well under £1.

The dispute centres on how the assessment of pupils and preparation for examinations required by the new teachers' contract relate to specific GCSE work. The exam boards are ready to talk about increases in payment for marking final examination papers, undertaken by many volunteers outside school, but these are not being discussed by the unions.

Mr Vickerman, who was speaking at the union's Stoke Rochford training centre, said: "If the examining boards were to be expected to have to produce sums of money of the kind that have been suggested from the teachers' side, personally I would say that it is as good a way of killing off GCSE as any of us here could think of."

Exam boards would have to double their entry fees to meet the costs and there was no indication that local authorities or at least the last Government would come up with the extra cash to help schools pay for them.

"What we would end up with is either the collapse of GCSE or total removal from it of all elements of



Hitting the books: assessment is under threat

teacher assessment and a return to something not all that different from the O level of 10 years ago."

Mr Vickerman said his analysis was personal, not a bargaining position or a threat, but he noted that public examinations had become "piggy in the middle" in the continuing dispute over teachers' pay and conditions.

Leading NUT members later discounted suggestions the Government could or would want to change the GCSE quickly.

Mr Alan Leech, an executive member, attacked the exam boards for their "disgraceful performance in refusing

## Pilot projects may lose their way due to cash shortage

Plans to extend curriculum and assessment initiatives throughout inner London's secondary schools could be handicapped by lack of cash and staff, the ILEA's chief inspector for schools, Mr Tony Smith, said.

He pleaded for goodwill from the Government to help the authority draw together experiments in pupil profiling, graded assessments and modular course credits by 1990.

The London Record of Achievement, to be available for all secondary school pupils in that year, will highlight children's own assessment of school life, teachers' views, examples of good work in and out of class, and external qualifications.

At present, 84 of the 142 secondary schools in the authority are involved in experiments, funded from a variety of sources: the ILEA itself, government education support grants, and exam boards.

Mr Smith said: "Resources are going to be a huge problem. The screws are really on."

The ILEA is currently considering whether it can pay for a central development team, costing nearly £1 million. First proposals have been rejected. There is also a doubt whether the authority can afford to have two "extra" teachers in each school to work on GCSE development and the record of achievement.

Mr Smith said that important initiatives had gone ahead despite continual industrial action. This had been followed by the row over the redeployment of "surplus" teachers, many of whom had done marvellous curriculum development work.

"It has caused heartache and tremendous upheaval in schools, and threatened the very developments that are so very important in the authority's thinking," he said. "I accept what it has done to individual teachers. But given the financial stringencies, has the authority any alternative?"

Mr Smith said there had to be tighter co-ordination of graded assessment and modular course experiments in schools. "There has been tremendous enthusiasm and getting on with things, but no drawing together."

"We are going to have to aim for accreditation of our schools. We must make sure our teachers have had training and expertise so that with some little moderation across the field, they can produce results with the right validity. That is not going to be easy."

Looking towards the future of assessment, he asked: "If you have a whole battery of assessments in place, why examine pupils? It has already been done, point by point, and we have established what a young person can do."

The closest such an ideal has come to acceptance by external examiners is the capital in maths. The London and East Anglian Examinations Group has accepted Levels 4-7 of the ILEA's graded assessments as equivalent to old GCSE grades, but the Secondary Examinations Council has overturned its decision. The ILEA is currently appealing.

## Conscientious face loss of skills and confidence

Conscientious teachers have lost confidence in their own abilities after bringing the GCSE and other government initiatives into schools, according to Mrs Sue Holmes, chief inspector in the London borough of Merton.

They think of themselves as "de-skilled" professionals, she said, and training programmes which recognized that they were the real experts, had been hit by the "death by a dozen Exocets" style of demand from ministers.

"Teachers are getting no feedback, until they see the results after two years. It is an awful long time to wait. They are desperately worried."

But Mrs Holmes added that "teachers have pulled off the GCSE in the face of enormous odds. It is working."

Mr Kenneth Baker had succeeded in forcing changes on schools at the cost of teachers' wear and tear.

"This whole batch of new initiatives has deskilled the teachers. And the better and more conscientious the teachers, the more deskilled they feel," she adds.

GCSE candidates are in danger of being overworked through the conflicting demands of their courses, the conference was told.

Mr Jeff Dakers, head of Salendine Nook high school in Baddersfield, predicted that a new pattern of "condoned absences" from class for private study and project work may have to be established to help pupils cope with the workload.

He said that pupils in his own school would have to satisfy very different examination requirements in 21 separate subjects. These ranged from English Language, where there was no exam and the result was based on assessment of a pupil's 10 best essays, oral skills, reading, talking and group work, to biology where there were 22 practical assignments and two written examinations. Mathematics candidates were being assessed through termly coursework and two written examinations.

Mr Dakers said that the effect on pupils was not clearly understood as GCSE was developed on the basis of individual subjects. And he added that ways of helping children who fell behind would have to be developed along with opportunities for resits and flexibility in completing courses.

The GCSE had brought a post-16 style of education down to the 14 to 16 age group and that would have implications in terms of staffing, group sizes, workloads and personal study time.

Anticipating a Tory return to power today, he noted that the former Government wanted "more examinations, not less, more testing, not less."

"Are we to prioritize this, and not local financial management, which is going to happen? Are we to prioritize this and not deal with schools declaring UDI from the state system?" he asked.

Mr Stephen Rogers, a teacher at Downham Market high school, King's Lynn, complained that the long-term aim of abolition was not even being discussed. "The union is always reacting, not coming up with policies of its own," he said.

Barry Hugill analyses the latest findings from the TES/MORI poll on teachers' opinions

## A sharp kick on the shins for Mr Baker

Teachers are not a boastful lot but this week they have given themselves a modest pat on the back. At the same time, they have delivered a nasty little kick to the shins of Mr Kenneth Baker.

When every other pollster in the country was asking "How do you intend voting on June 11?" MORI was commissioned by *The TES* to cross-examine more than 500 English and Welsh teachers on everything from competitive sport to anti-racism, with a great deal in between.

The pat on the back came with a series of questions on the GCSE. Although more than half of the sample thought that arrangements for the new examination were going ahead without too many problems, close examination of the data showed that most teachers were unhappy with the training and the books and equipment available.

The clear implication is that the exam is working because of the hard work of teachers.

The kick on the shins for Mr Baker comes from the 65 per cent who believe that he has sought too big a say in the running of schools.

The overwhelming majority believe that the status quo works quite well, with governors, heads and local education authorities having about the right amount of power. The clear message to the new Secretary of State is "stop tinkering with the system".

The *TES* has conducted polls at

general election time for some years now and although direct comparisons between different polls are not possible (the sample, questions, and polling organization are different) trends can be discerned.

As in 1979 and 1983 teachers are firmly against racism and sexism and for the core curriculum. And they remain divided, as they were four years ago, on the vexed question of linking pay and promotion to an annual assessment of teachers.

The 1987 poll confirms that teachers' morale is disturbingly low. Only 27 per cent consider that "morale is high among teachers in this school."

Primary teachers are slightly less fed up than their secondary colleagues with 54 per cent believing morale to be low compared to a resounding 70 per cent in the secondary sector.

MORI did not ask the reason for the low morale, but with 80 per cent considering that they are underpaid and 76 per cent believing that strike action over the Government's removal of negotiating rights is justified, it is tempting to draw the obvious conclusion.

The 1979 survey showed that most teachers favoured a core curriculum and nothing has happened in the past eight years to make them change their minds. Eighty per cent now say that all pupils should be required to study a common core of subjects between the

ages of 5 and 16. For the first time this year teachers' views on competitive sport were canvassed. A resounding 83 per cent are all for it - a rebuke for those newspapers who have recently pronounced the opposite to be the case.

Ironically the profession remains deeply divided over integration. Asked whether "all class teachers should accept handicapped children in the classroom" 42 per cent agreed and 42 per cent disagreed. In 1983 four out of ten teachers opposed integration.

The 16 per cent "no opinion" - often a euphemism for "undecided" - indicates considerable uncertainty in a difficult and delicate area.

Secondary staff were more likely to favour integration (50 per cent) than primary teachers (34 per cent). Respondents were not asked to give reasons for their answers and it could be that considerably more favour integration in principle, but do not believe that sufficient resources are currently available.

Non-science teachers were more sympathetic to integration than their science colleagues. The fears of chemistry teachers about safety in labs and the difficulties facing handicapped children are well documented.

On the controversial suggestion that pay and promotion should be linked to an annual assessment, teachers were almost equally divided with 42 per cent in favour and 46 per cent against. Broken down, the figures show 37 per cent in primary schools in favour with 46 per cent in the secondary sector.

In 1983, 46 per cent favoured the link, with 44 per cent against.

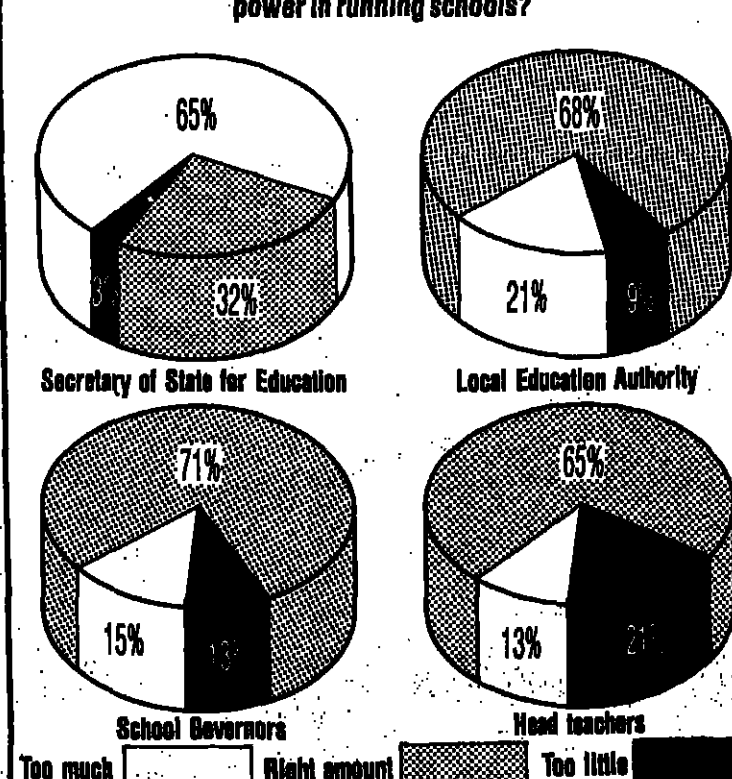
Four years ago, 74 per cent of teachers thought schools should have policies to combat racism. Since then there has been a great deal of press discussion of the issue and a flurry over the policies adopted by some Labour-controlled local authorities, particularly Brent. Today, 70 per cent support "policies to combat racist attitudes in the classroom."

In 1983, only 53 per cent backed anti-semitic policies compared to 68 per cent now. This is the only significant shift of opinion (bar voting intention) since the last election.

Predictably, the poll shows teachers to be, on the whole, readers of the quality press. Less than 1 per cent of the 500 plus sample would admit to reading *The Sun* although in a separate poll in Scotland 2 per cent owned up and *The Guardian* remains the most popular daily paper by far with 30 per cent reading it on a regular basis. *The Independent* with 9 per cent has made a quick breakthrough into the teacher market.

On a Sunday, 31 per cent take *The Observer* with *The Sunday Times* just behind with 24 per cent. A mere 2 per cent wind down after a hard week in the classroom with the *News of the World*.

### Do the following have too much, too little or the right amount of power in running schools?



## Rising rolls force school to 'go shopping' for space

by Liza Donaldson

A school annex is to be built in the middle of a town shopping parade in a novel attempt to cope with a population boom in Essex.

The plan is to put up a permanent building some 50 yards from the William de Ferrers School site in the centre of South Woodham Ferrers. The ground floor will contain 14 shop units, while the top two floors will provide accommodation for up to 700 pupils, with 27 classrooms for music, science, art, home economics and other subjects.

The scheme will cost £2.7 million but will give the council an income from the shop rents and the flexibility to convert the classrooms into offices and flats if the rolls fall in future.

The planners point out that temporary classrooms have been used for years, with no financial return.

Mr Tony Rogers, principal planning officer, said: "I think it is a pretty

courageous thing for the county council to do. As far as I know it is a unique idea." He added that other authorities might well follow Essex's example.

Mr Dennis Parry, the school's head, also welcomed the scheme. "I am very pleased the council has given us a permanent building rather than a de-mountable. Nobody likes demountables. They are easy to get into and subject to a great deal of vandalism."

He said that the annex, despite being in the shopping centre, would be closer than some of the "outpost" buildings on the main school site.

William de Ferrers currently has 1,200 pupils but it is anticipated that it will eventually have 2,000 on roll - the largest number in Essex. It is a community school and contains a police station, bar and parish council facilities, as well as a public library and sports facilities.

## New museum charge levied on foreigners

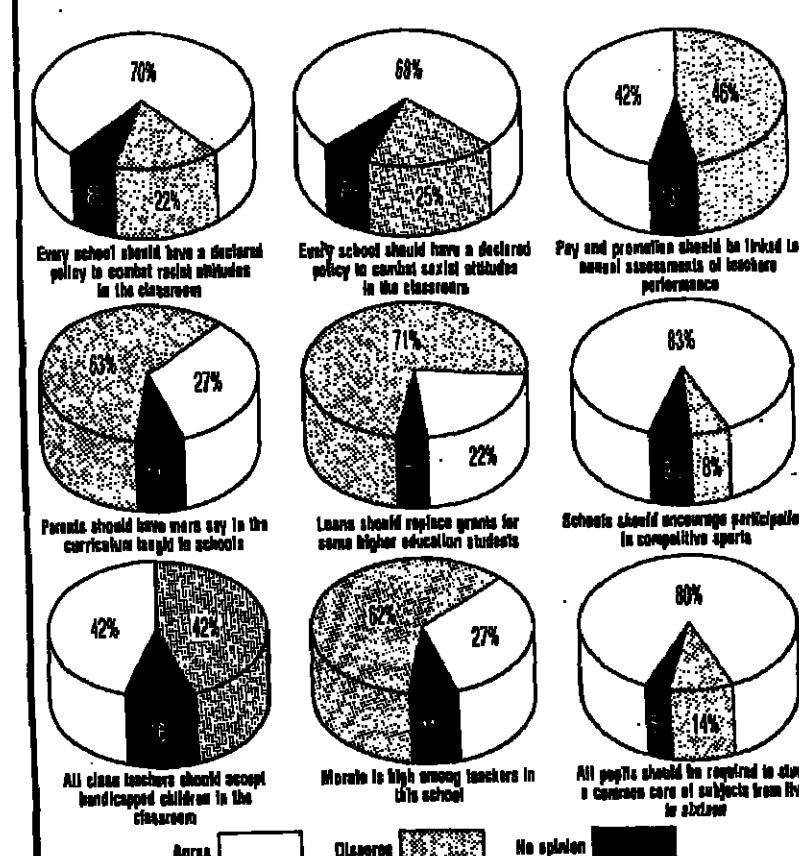
A teacher at the American School in London has complained that the Natural History Museum about "arbitrary and unfair" admission fees for her students.

Mrs Judy Cockhead took a party of pupils to the museum last April, shortly after admission charges were imposed. The museum says its policy is to charge visiting foreign students and those studying here in "foreign" schools. If they are studying in British schools they are not charged.

Mrs Cockhead thinks this is unfair as parents of children at the school are resident in this country and pay taxes. She has written to the director of the museum and the board of trustees in protest, but has not yet succeeded in persuading them to give her pupils a refund totalling £32.

Individual foreign pupils aged 5 to 15 are charged £1 but groups qualify for reduced rates. The adult admission charge is £2.

### What the teachers think



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## NEWS

## Baker denies I.e.a.s bigger say over closures

Mr Kenneth Baker has rejected major recommendations on school closure arrangements made in a report which he himself commissioned.

The report, *Scrutiny of procedures for the reorganization of schools in England*, was compiled by Mr Angus Mitchell, a retired former Secretary of the Scottish Education Department, at the request of Mr Baker shortly after he took office in May last year. Mr Baker said some of the proposals had been accepted.

However, he has rejected a suggestion which would lead to about half the proposals for reorganizing schools being taken out of the Secretary of State's ambit and the decision left to local education authorities. This would follow from the proposal that reorganization schemes be classified as either "major" or "minor" with only major schemes being submitted to the Department of Education and Science.

These would involve capital expenditure of more than £2 million, removal of sixth forms, introduction or ending of single sex education or of selection or closing primary schools more than five miles from the receiving school.

Another controversial recommendation rejected by the Education Secretary is that local education authorities should be able to override uneconomic church school governors and publish their own proposals for reorganizing voluntary schools.



All ears: Heather Stephens holding Iron and Bronze Age varieties of wheat, no longer grown commercially. She was taking part in an open visit to Oxford University's archaeology unit. The wheat, often found on archaeological sites, was given to the children to take home and cultivate.

## IN BRIEF

### Casey memorial

A memorial service for Terry Casey, the former general secretary of the National Association of Schoolmasters/Union of Women Teachers, who died in March, will be held at Westminster Cathedral in London on Wednesday July 1 at 1.30pm.

### Shortage course

A new route to maths, physics and technology teaching is being pioneered by Exeter University school of education. A £250,000 award, the largest made by the University Grants Committee towards an initiative for retraining shortage subject teachers, will support a two-year professional course to be offered to students who have already completed two years of a degree course in maths, physics or engineering. It is hoped to launch the scheme in October with 20 students.

### Appraisal plan

Students will be able to turn the tables on dons and give them marks for performance in a new scheme at the University of Surrey. They are being asked to take part in a staff appraisal programme, which the university hopes will pave the way for similar moves on other UK campuses.

### Radiation survey

Children at more than 200 British schools are to carry out a national survey of radioactivity, it was announced last week. The Institute of Physics, which is sponsoring the project, said the children would measure radiation coming from radon gas, which exists naturally in the soil.

### Computer links

The Micro-electronics Unit in Wales is to spend £160,000 over two years to improve continuity in computer use between primary and secondary schools. The project will be carried out by each county in Wales, with one secondary and its feeder primary initiating the work.

### Help for deaf

Bulmershe College of Higher Education in Berkshire has launched a national appeal to raise £250,000 to help the deaf and hard-of-hearing in post-school education. The money will be used to provide special equipment such as radio aids, and interpreters, note-takers and clerical assistance to support up to 50 deaf students at Bulmershe as well as more students in other local colleges.

### Micro meeting

A national association for all interested in the use of microcomputers for teacher education was set up following the launch of the government-backed Micro-electronics Education Support Unit. It is holding its first annual conference at Rolle College, Devon, next month. For membership details of Information Technology in Teacher Education contact Heather Gowler (ITTE) 219 Oxford, Courtwood Lane, Croydon CR9 9HG. Conference details are available from Eric McDowell, Rolle College, Exmouth, Devon EX8 2AT.

### PAT manifesto

The Professional Association of Teachers has called for a single government Department of Education and Training, fixed regular payments for 16 to 18-year-olds regardless of parental income, and for responsibility for provision to remain with I.E.S.s.

### Integration cash

The Royal Association for Disability and Rehabilitation has called on the next government to restructure the integration of disabled youngsters into mainstream schools properly. It has also urged all the political parties to accept the need for a national advisory committee to monitor the quality of education for disabled children. RADAR says funds are needed for teacher training, appropriate equipment and support services, in particular.

## SCHOOL TO WORK

# Mothballed MSC awaits summons from Cabinet



Broadcasting stations: Radio 1's Gary Davies will be touring the railway system with the mobile careers exhibition.

## Train helps to take job strain

Canvassing takes place next week in another nationwide campaign - the annual drive to dig out jobs for school-leavers and unemployed teenagers. Careers officers throughout Britain will tour local employers looking for unutilized vacancies and trying to get firms to create posts for youngsters. The target of Job Search Week is to find at least 10,000 jobs, as many of them as possible for black or disabled youngsters, and to get better information on training and educational opportunities across to young people and employers.

Simultaneously, the BBC will mount its yearly Action Special 16-plus information campaign, closely tied to the Job Search drive and backed by the Institute of Careers Officers and the Manpower Services Commission.

A special British Rail train will tour the country with a mobile careers exhibition. It will be in Cardiff on Monday, after which it will visit Manchester, Victoria, Leeds, Newcastle Central, and Glasgow Central. Radio 1's disc jockey, Gary Davies, will broadcast his daily show live from the train.

The Manpower Services Commission is awaiting instructions from the new Employment Secretary on how it should resume its activities after three weeks of near-suspended animation. Major developments in its two main - and most controversial - programmes were under way when the general election was announced, bringing a blanket ban on all but routine activities, and virtually cutting off contact between the Commission's officials and the outside world.

A big backlog of activities has piled up, including millions of pounds worth of advertising for the Youth Training Scheme and the new Jobs Training Scheme, both of which were the subject of hot debate during the election campaign.

The key YTS issue at present is the progress being made in assessing managing agents for Approved Training Organization Status, the new seal of MSC approval which the Commission hopes will help to ensure a uniform level of high quality training.

The other controversial question is the performance of the JTS which the Government decided just before the election to turn into a major national programme for jobless young people aged 18 to 25.

Statistics on each of these issues were due to be released after they had been reported to the Youth Training Board by its May and June meetings have been cancelled because of the election. This means that there is no information available about what has been happening in either programme since March.

Ms Rachel Burnham, chairman of the British Youth Council, said this week that some members of the board were extremely worried about the high proportion of agents in the March figures who had failed to pass the assessment but had been granted provisional status, and they wanted to see the final picture as soon as possible.

She claimed that there were considerable grounds for concern in the MSC's readiness to let agents who were failing to meet the criteria in a variety of ways carry on training youngsters for a whole further year without insisting on immediate improvements.

When YTB meets again this month, members also expect to see the full text of a report commissioned by the MSC which makes serious criticisms of the Job Training Scheme pilot programme. The report, prepared by the Prospect Centre, a manpower research consultancy headed by Mr Christopher

Hayes, a former top-ranking MSC official, says that employers are being highly selective in choosing JTS trainees, and that none of the agents that the researchers visited had so far managed to provide practical experience for more than a quarter of their trainees.

They found a noticeable absence of large employers and manufacturing companies, and that a substantial number of those who were involved were very small enterprises, "often one-man bands". Among the employers were some who used the trainees only for one-off, short-term tasks.

The Prospect Centre said that very few trainees were aiming to get qualifications - partly because they could not be attained within the period of the scheme, but also because of the low importance attached to them both by employers and by trainees. The report says that, while JTS should be about improving employability and getting the long-term unemployed back to work, under its current rules it is, in practice, likely to become a quality scheme largely for those who are simply seeking to update their skills and confidence.

The findings, still unpublished, are quoted in a report from the Unemployment Unit, which says that there are real fears that the JTS will lead to a reduction in options for the young unemployed and that, given the informal pressures it alleges are being used by MSC staff interviewing them, "what starts out as a guarantee of quality training may end up as a compulsory dose of work experience".



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# Hopes grow for new in-service training degree

by Bert Lodge

An in-service training degree could be available to teachers within the next two years, if a course being developed at the West Glamorgan Institute of Higher Education becomes generally accepted.

The BED (In-service) is higher education's answer to long-term courses, which have been threatened by the introduction this year of new funding arrangements.

The provision of long courses leading to awards which would benefit teachers' career prospects has been a substantial area of business for colleges. The employer's cost of replacing the seconded teacher was claimed from a pool.

With the end of this system it has been estimated that up to 70 per cent of one-year secondments will disappear. As a result, HE providers are developing modular courses, according to Mr Michael Newby, dean of education and humanities at the West Glamorgan Institute.

In the latest newsletter of the National Development Centre for

School Management Training, he writes: "Teachers will still be able to take the complete set in one go - if they can get the funding. Alternatively they will be able to take them one at a time, building up credits until they have enough to qualify for a degree."

Mr Newby points out that if a national agreement on the equivalent value of courses could be worked out, then a teacher could build up the course units at different institutions.

At West Glamorgan College teachers are able to enter the programme at any of its three levels: copper, silver, gold.

The first level offers short, skills-based courses of about 20 hours. Each unit carries an award of an internal certificate, three units will lead to an advanced certificate and five units will gain a new diploma, the DIPINSET. Silver-level courses are longer and more complex. Formal assessment is introduced, together with a dissertation. The award at this level is the BED (In-service). The gold level leads to a master's degree.

"An in-service training course for staff wishing to tutor on Access courses will start in September at the Polytechnic of the South Bank. "The course is new, not only to the polytechnic, but nationally," said a PBS spokesman. Applicants must be graduates or hold a certificate of education and those who complete the course successfully will be awarded a diploma in access studies to higher education.

Access courses were introduced in 1978 to open the way to higher education for mature students with valuable experience but no conventional qualifications. They are particularly aimed at encouraging those from ethnic minorities to enter teaching and social



Michael Newby, trend to modular

## Sceptical Scots drop resistance to TVEI

by Neil Munro

Scotland's biggest teaching union, the Educational Institute of Scotland, has decided - reluctantly - to refrain from boycotting the Technical and Vocational Education Unit and the Manpower Services Commission.

College courses would be more relevant to the needs of individual employers if they were designed on the same lines as the Department of Education and Science professional retraining (PICKUP) courses, says the report. *Quality in NAFE*, to be published this summer.

It calls for a comprehensive modular curriculum - better integrated with workplace training, and based on core operation last November, when it agreed to negotiate safeguards with those authorities determined to introduce the scheme.

Attacking the decision Mrs Sheila Maher, from Aberdeen, told the conference: "Call it capitulation." TVEI, she said, was "dividing the union".

But Mr Jim Thomson, the union's education convener, argued that the political and economic basis of the union's objection to TVEI disappeared when the Labour Party said it would continue it in Government and when EIS members themselves were pressing to take part in it.

The educational objections were also undermined when research showed that TVEI did include youngsters of all abilities, was providing opportunities for boys and girls, and offered a general rather than a narrow education, he said.

Just as grudgingly, the delegates conceded that they had no choice but to co-operate in the new job training scheme for 18 to 25-year-olds, and the Restart job search programme.

Edited by  
Mark Jackson

## New-look NAFE 'could benefit firms and students'

By Ian Nash

A proposal that could change the whole shape of non-advanced further education (NAFE) is contained in a forthcoming report from the Further Education Unit and the Manpower Services Commission.

College courses would be more relevant to the needs of individual employers if they were designed on the same lines as the Department of Education and Science professional retraining (PICKUP) courses, says the report. *Quality in NAFE*, to be published this summer.

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the demands of the community need not conflict with those of employers. "The development of common-core studies in the 14-16 curriculum could improve transition (from school) by enabling the FE system to make more realistic assumptions about the pre-entry achievements of students and to avoid duplication at college of work already undertaken at school."

Adequately resourced and with the new modular PICKUP-style approach, NAFE could meet the broad-based needs from training entrepreneurs to providing general vocational skills and community education for the whole post-school sector, says the report.

It includes a detailed "non-prescriptive" checklist for constant re-evaluation of provision and summaries of 22 priorities to assist in I.E.S. development plans.

Mr Jack Mansell, the FEU's chief officer, says his response to the report: "The document is not intended to identify a state of deficiency. Resource implications and analysis were beyond the brief of the report."

The FEU was very much in accord with the recent HMI assessment of NAFE which said: "Although there was scope for improvement in every college, 90 per cent of the colleges inspected were providing a generally effective service for students, employers and the local community."

The report urges I.E.S.s to use market research to improve analysis of needs and develop partnerships in liaison with employers, trade unions, chambers of commerce and other community interests.

Barriers to learning should be removed by offering more access courses, greater opportunity for students to change courses midstream, and more flexible methods of delivery, including distance learning and full use of the Open College.

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**PRIMARY**  
A research group has elicited a gloomy view of the prospects for the next decade. Sarah Bayliss reports

Primary schools in 1997 will be characterized by bigger classes, fewer resources and more government intervention, according to a study of the views of classroom teachers. The forecasts they make for the next five to ten years reveal a "deep pessimism" about the direction state education is moving in. Out of a sample of 135 teachers, only two thought improvement was possible.

"We shall struggle on, begging, pining, relying on parents for essential equipment," was the assessment of one teacher when asked how primary education is likely to develop over the next decade.

Another view was that, at worst, there will be "a generally tatty and cheap education service with teachers too worn out to care" and "a resurgence of a payment by results mentality".

The *Primary School Teacher: A Profession in Distress*, a study by the Primary Schools Research and Development Unit at Birmingham University, sets out to capture the mood and feeling of what it is like to be a primary teacher today, as well as personal assessments of the future. It concludes: "Very few teachers were without hope and very few teachers found their jobs entirely satisfactory. The majority were pessimistic; some deeply so."

In the main they were sad and sorry rather than angry and embittered. Many could not continue to teach if they were hopeless or angry, let alone both, and the majority still enjoy teaching."

Their glimpse of the future shows that teachers expect their jobs to become more difficult because of lack

## Bigger, poorer classes of '97

of funds for books and equipment and oversized classes. More than 75 per cent said that teachers were the single most important resource and were the key to achieving priorities in primary education. A small but significant proportion recognized the importance of school organization and more than a fifth identified "good relationships" between pupils, teachers and parents as important.

"Clearly, teaching depends enormously on goodwill, on give-and-take, on mutual understanding and the readiness to co-operate," says the study. "It is, after all, more of a human than a technical enterprise and as such must draw heavily on those intangible properties of trust and sympathy from all involved."

The teachers were divided over whether or not relations with pupils had improved; 67 per cent of heads thought they had, while 50 per cent of larger junior teachers thought they were worse.

Two reasons were given to support the former view: freer, friendlier and less formal classrooms and more flexible teachers. However, the lowering of formality, leading to "lack of respect for teachers, children too outspoken to the point of being rude" was also given as the main reason for the worsening of teacher-pupil relations.

For better or worse it was widely agreed that the primary school classroom had become a less formal place. The teachers were also asked about curriculum change. According to the researchers, if the "unchanged" response is treated as neutral, four out of five teachers believe that, overall, the curriculum has improved.

A more tough-minded reading of the total responses, which added the "unchanged" to the "worse" responses, "based on the belief that primary education should have improved over the past 10 years", would come to a different conclusion. Only environmental studies, maths, science and reading could be judged to have improved.

The most common reasons given for improvement related to better curriculum structures and a greater application of research. The higher quality of published materials was also cited.

The reasons given for standards declining were children's learning abilities, their lack of cultural experiences and the dulling effects of television.

Two out of three teachers believed that home-school relations had improved.

Parents were said to have become more involved in the classroom, were more interested in educational issues and had been helped by formal structures such as parent governorship.

Where things had worsened, parents were seen at one extreme as interfering and at the other as apathetic. "It is still a struggle to get to see the parents of the children who are causing the most heartache," wrote one teacher.

More than a third said the provision of resources such as televisions and videos had improved, but all attributed this to the efforts of parents and PTAs. The majority reported severe pressure on resources and hardship, even with basic equipment.

Teachers clearly valued in-service training, but only a minority thought it was adequate.

They wanted more relevant, practical courses; a better cover of curriculum areas; more daytime release; opportu-

nities to visit other schools; and regular opportunities to update themselves.

Support from the advisory service and inspectorate was judged to be inadequate. "We don't know whom they advise but it isn't us," was one comment. In-service training was identified as the "investment" most likely to improve teaching, followed by practice and experience and observing other teachers.

The respondents were asked whether they could imagine introducing some subject teaching while leaving the tradition of primary class teaching intact. One-quarter said they could not; but a half made practical suggestions including team teaching, "floating" specialists, and teacher exchanges between classes and schools.

The sample provided many detailed anecdotes of what the primary school day entailed. "I fix a coat, zip, mend a pen, change wet knickers, examine wounds, chair a discussion, encourage constantly, explain again."

Above all, the children were the most personally rewarding aspects of the job. According to the researchers, "It is being present and having some-

thing to contribute to a child's growing capabilities that is the essence of the deeply felt satisfaction of teaching in the primary school. This was echoed again and again."

The least rewarding aspects of the job were given as "not being appreciated", "teacher-knocking by all and sundry", "being blamed for present day society" and "total exhaustion at the end of the day - never a quiet moment". Salary, promotion and resources were not major causes of deep feeling although they were in evidence. "Most teachers felt misunderstood. They saw too few championing their cause and this hurt."

The mixed feelings were summed up by one teacher who wrote: "Sometimes I hate my job. Sometimes I dread going to school. Mostly I enjoy it. Occasionally I'd like someone to say: 'Well done'. I'd never give it up."

The *Primary School Teacher: A Profession in Distress*. The Teaching Research Unit, Faculty of Education, University of Birmingham, PO Box 363, Ring Road North, Birmingham B15 2TT, price £3.

## HOW TEACHERS ANSWERED

□ "In your experience, is the quality of relationship between teacher and taught better, worse or unchanged compared with five or ten years ago?" (percentages)

	Better	Worse	Unchanged
Better	20	23	47
Worse	33	50	26
Unchanged	46	27	26

□ "In your experience, what curriculum areas are better, worse or unchanged compared with five or ten years ago?"

	Better	Worse	Unchanged
Creative and free writing	58	21	21
Factual writing	36	22	42
Reading	83	11	6
Mathematics	90	13	27
Science and technology	78	8	43
Art and craft	79	9	11
PE and games	42	7	51
Religious education	32	30	38
Music	51	21	28
Environment studies/topic work	80	4	16
Dance, drama, movement	51	10	39

Some of the 135-strong sample did not respond

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## Surviving a hanging

**LOCAL GOVERNMENT**  
Irrespective of the general election, one in three l.e.s.s. will be under coalition "government" this year. David Budge assesses how they are coping

Several loveless, and possibly short-lived, marriages of convenience have been witnessed in the town halls of England and Wales over the past month.

Ironically, while national leaders of the Conservative and Labour parties were pouring Arctic-temperature water over all talk of coalition governments, many of their local counterparts were busy holding their own power-sharing negotiations in those authorities that were left "hung" following the May 7 elections.

This year's "hung" discussions - "your party can chair three committees if you support us" - could not have taken place at a less auspicious time. But they have had to go ahead none the less, for this difficult mating ritual is now one of the facts of life in local government.

As recently as 1981, only 7 of the 46 county councils in England and Wales were hung. But that figure has since risen to 25, largely because of the Alliance's local election successes.

The majority of the 36 metropolitan district councils and 21 London boroughs are still Labour fiefdoms. However, as the party last month lost control of Walsall, Wolverhampton and Kirklees (the last l.e.s.s. to be scoring the offer of Technical and Vocational Education Initiative money) seven city councils and four London boroughs are now hung. And as an official of the Association of Metropolitan Authorities said: "The list is getting longer every year."

Inevitably, this fundamental shift of power has important implications for all aspects of council life, but perhaps especially for education, currently the most "political" and always the most expensive of local authority services.

The people who administer it - councillors, officers and even co-opted members - have also had to alter time-honoured practices and routines.

But, as always, the waves from this sea change in British politics have struck different authorities in very different ways. This is partly because each authority is a unique entity with its own cast of "actors" and individual pattern of practice.

There are various forms of "hungness" too. Steve Leach and John Stewart, of the Institute of Local Government Studies at the University of Birmingham, have made a study of the phenomenon and have concluded that there are five categories of hung councils - low partisanship, knife-edge control, the formal coalition, the minority administration and no administration.

In low-partisanship authorities such as Dyfed and Cornwall, party politics assumes less importance and committee chairmanships are shared among the different groups.

Knife-edge councils (East Sussex) are those where one party has precisely half the seats and can "govern" courtesy of the council chairman's casting vote (provided no one has the temerity to be ill or take a holiday).

Formal coalition councils, such as Havering, where Conservatives and Independents have formed an alliance, are relatively rare. The most prevalent form of hung authority is the minority administration, where one party is allowed to "rule" with the explicit or implicit support of another (and it should not be assumed that this invariably involves the Alliance supporting either Conservative or Labour groups).

In a few areas Labour and the Tories have formed a coalition, but this is rare. Minority administrations can be an

stable because such allegiances can change overnight, and there is no guarantee that the party nominally in power will get any of its policies through. They are, however, invariably less anarchic than those councils where there is no administration and education committee chairs have had to be elected, if at all, meeting by meeting (Bedfordshire).

In some cases, party groups take turns at chairing committees by means of a "revolving chair" arrangement. This sounds more dizzying than democratic but can be made to work, as Oxfordshire can testify.

Although each of these types of hung (or "balanced") councils makes somewhat different demands on the chief education officers and the education chairs, some generalizations can be made. Undoubtedly, the importance of the relationship between the chief education officer and his committee chair diminishes and sometimes the chairmanship can be little more than an honorary role. As a result, in most hung authorities each of the three parties' education spokespersons has a right to a confidential briefing on a committee agenda.

This is time-consuming and can frustrate CEOs who were content to work within the clear parameters laid down by a one-party administration. Others, however, find this a more liberating experience than they have had since those far-off differential days when, as Oxfordshire CEO Tim Briggs has said, "the officer willed and the squires agreed".

Jack Springett, former education officer of the Association of Metropolitan Authorities says: "If he is competent and able, hung councils can increase a CEO's power. It certainly increases the potential for his proper influence. It is a double-edged sword, but it can be used to bring forward a report that



THE HUNG COUNCILS

Authority	Seats	Con	Lab	All	Other
Avon	76	31	36	9	0
Beds	73	30	29	14	0
Camb	77	29	21	28	1
Cheshire	71	27	32	11	1
Cornwall	79	16	6	30	28
Cumbria	83	37	38	5	2
Devon	86	37	19	38	2
East Sussex	70	36	14	23	1
Essex	88	46	25	23	1
Glos	83	23	18	23	4
Hants	102	49	18	32	3
Herts	77	38	27	14	0
Herts	75	34	37	4	0
Humb	99	42	48	9	0
Leice	86	42	32	11	0
Northants	68	34	29	4	1
Northumb	68	13	30	21	2
North Yorks	96	42	28	28	0
Oxon	70	31	20	18	1
Shrops	68	25	25	9	7
Somerset	87	24	6	27	0
Warwick	82	26	24	10	2
Wiltshire	76	29	17	28	3
Wiltshire	86	16	26	2	23
Wiltshire	80	0	31	8	41
Wiltshire	72	21	33	18	0
Suffolk	68	27	24	18	0
Stockport	63	27	16	22	4
Trafford	63	28	28	7	0
Walsall	63	17	29	9	5
Wirral	68	28	27	10	0
Warrington	60	23	30	7	0
Havering	63	28	20	5	10
Hillingdon	68	28	34	7	0
Kingsdon	60	24	4	22	0
Sutton	68	21	7	28	0

on the shortage of textbooks - which could be regarded as highlighting the shortcomings of that administration."

As long ago as 1979, officers in Berkshire were reporting that their hung council gave them a greater opportunity to influence policy and that issues were often being decided on educational, rather than political, grounds. However, officers frequently complain that hung councils develop childlike when it comes to implementing vote-losing policies - such as any school closure scheme - that might jeopardize a group's future prospects of majority rule.

Their frustrations can be shared by councillors too. The Tory members of Hertfordshire County Council, who have run a minority administration for the past two years, relinquished what control they had of the council committee last month claiming to be exasperated by (among other things) the Alliance and Labour groups' vacillation over secondary reorganization.

The education committee eventually agreed to endorse nine closure proposals which are now going to the Department of Education and Science, but Mrs Iris Tarry, the former committee chair, later complained that the decision had taken "an enormous amount of unnecessary nervous energy".

"On one occasion, I arranged a meeting with the Alliance to discuss how many teachers we needed. I was sitting there waiting with the officers when they phoned to say they weren't coming because they had done a deal with Labour. In the end, I wasn't consulted on what the education budget money was spent on, even though I was in the chair."

The Hertfordshire Tories' bitter conclusion, which needless to say is disputed by the Labour and Alliance groups, is that minority administrations are inefficient managers of the education service. They found decisions could no longer be made in subcommittees and therefore had to be passed up to the education committee or full council. They also complained about the proliferation of working parties and panels which were set up to permit (sometimes useful) inter-party discussions on specific issues.

Other hung authorities have had equally wearying experiences. The 1982 budget meeting in Berkshire set a new record by lasting 24 hours and requiring five adjournments.

The type of conflict that generates such nonsensical situations is comparatively rare in the county councils - the realization that they must remain hung until 1989 because of the four-year election cycle in the shires appears to

have quickened the search for a workable modus vivendi. But strife is more common in the metropolitan districts and London boroughs (next elections 1990) where the political atmosphere has always been more charged.

If the will were there, the city councils could reduce the level of hostilities by following Cheshire's example. The county's political groups have been co-existing fairly successfully for four years - having signed a formal agreement which sets out guidelines for members and chief officers regarding aspects of council business that are not easily regulated by standing orders. They cover topics such as members' entitlement to information and advice, and nominations to outside bodies.

The Cheshire Convention was applauded in the Widdicombe Report on the conduct of local authority business last year. But surprisingly few hung authorities have been keen to codify good practice in this way, preferring informal procedural arrangements instead.

Occasionally, this reluctance to enter into power-sharing creates bizarre anomalies, as in the west London

**Additional research**  
by Elaine Hines

borough of Hillingdon where a co-opted member of the National Union of Teachers has had to chair the education committee.

Co-opted education committee members have also assumed unprecedented importance in Cumbria, where they helped to elect a Labour chairman at a time (May 1985/86) when all the other chairs were taken by Conservatives. In East Sussex, the co-opted members ensured that an Alliance education chair was chosen - again when all the other committees were chaired by Conservatives. And in Brent in 1984 the votes of the co-opted members caused the education committee to approve different school reorganization proposals to those adopted by the full council.

The new muscularity of the co-opted irritates the party which forms the minority administration and raises some important questions about their role on education committees. Do they disturb the balance of committees (Widdicombe thought they did) and can they be said to represent the community (only eight or nine l.e.s.s. offer parents a seat)?

But while the emergence of hung councils has created problems of this kind it has - in some areas - also led to an overdue revival of old-world courtesies and conduct. The rights of

minority parties have had to be taken seriously - because all parties are in a minority. Education committee debates have probably been improved by the knowledge that the outcome is no longer certain and a well-reasoned speech could still carry the day. And the conduct of council business has also become more open.

In hung authorities, it is impossible for all the important education decisions to be taken at a private group meeting rather than in the council chamber, or for the education chair to be chosen by the local party rather than the council members (as has sometimes happened).

The public will no doubt be happy to see such practices stop for the attitude survey carried out for the Widdicombe Report showed that most electors would prefer local government not to be organized on party political lines.

The reality, however, is that it is more so now than it was even a decade ago despite the parallel growth of hung councils.

Since 1979, Labour has come to see local government as an alternative political base from which to challenge Thatcherism. Equally, some Conservative councils have shown a new political commitment in an attempt to emulate the radical policies of their government.

It is, of course, still possible that the centralizing threats posed by both the Conservative and Labour parties (Labour has talked of dismantling the county councils and replacing them with regional bodies) may yet force the warring factions on hung councils to tackle some of their unresolved, first-priority problems, such as the removal of surplus school places. But some groups still seem incapable of any rapprochement.

If they maintain their "shan't... won't" posture there will inevitably be a loss of support from the public which expects orderly behaviour from organizations administering budgets of perhaps £500 million a year. And if that happens, the centralists' task will be made considerably easier.

Gallows humorists are already saying that, in view of Burnham's demise, the cross-party support for a national curriculum, the threat to remove polytechnics from local authority control, and other power-lapping initiatives by Whitehall, the outlook for l.e.s.s. is as limited as that of a "dead body on a life-support machine".

As yet, that appears to be unduly pessimistic, but how l.e.s.s. come to terms with the challenge of hung councils may yet determine whether there are to be any more crippling amputations.

## THE TIMES



## Child labour

As the number of children being sent to private schools steadily rises, so do the fees. Many mothers are going back to work, simply to pay them. Next week *The Times* asks: is it worth it?



and regularly in *The Times*, Bernard Levin on the way we live now, Irving Warrle at the theatre, Frances Gibb on the law, John Clare on education, Shona Crawford Poole on travel, Clifford Langley on the Church, Barbara Amiel's viewpoint, Jonathan Meades on eating out, cinema, Jane MacQuitty on wine, David Sinclair on rock, the unique *Times* crossword... and much more

THE TIMES  
The world's most famous newspaper

## A terrible tension is born

**NORTHERN IRELAND**  
The proudest boast of teachers' union leaders on the mainland is that their members have escaped redundancies. In Ulster, the situation is different. Carmel McQuaid reports

For a whole decade, Northern Ireland's teachers have been plagued by the spectre of unemployment. Having passed its peak in the primary sector, its full impact is hitting secondary schools, with little let-up in sight until the 1990s.

Figures compiled by the Department of Economic Development show 1,577 teachers to have been out of work last June, with the numbers rising to 2,300 when an end of temporary and substitute work. Of these, 993 were in primary and 1,016 in secondary level. The picture is grim, and the total could be augmented by a legion of married women who do not claim benefit.

Every discipline has been affected. Even physics, maths and computer science teachers, scarce elsewhere, are in plentiful supply. The Department of Education says, and the once-traditional dearth of music and commerce teachers has ceased to be a problem.

Men, though, a minority in the profession, have fared better than women, most being in permanent posts. (But the surveys also show them far more willing to travel more than 20 miles to school each day.) Married

women account for two out of three unemployed primary teachers.

The controlled schools are being adversely affected: the 52 redundancies in the primary and 124 in the secondary controlled sector, scheduled for August this year, compared with 25 and 52 respectively in the maintained sector. While teachers are registered unemployed in all 27 education areas, the situation is worst in secondary schools in Belfast, Londonderry and Bangor.

The newly-qualified in particular find themselves in an invidious position in a system which, in spite of drastic cut-backs in student intakes, from 1,400 in 1970 to 461 last year, still appears to be training three for every two who get a job.

A terrible tension exists between the viability of training institutions and the needs of the system, says Dr John Wilson, director of The Northern Ireland Council for Educational Research (NICER). "If they stopped teacher training completely for a few years, the profession could still survive."

About half those who get jobs take up temporary posts. Mobile in contrast with married women, many move from pillar to post the length and breadth of the province in their bid to stay working. A NICER survey reported one woman who had had 30 jobs in her first year. Yet this procedure is slowly proving to be the sure pathway to permanent employment; for many, having proved their mettle when temporary, are subsequently offered a permanent post.

"This first year of temporary work is coming to be regarded as an apprenticeship," Mr Teddy Martin from the Irish National Teachers' Organization affirms. But it has also been known that temporary teachers are not given the careful induction accorded to the newly-qualified in permanent posts.

There are many other pressing causes for the situation. The Troubles have played a part, triggering a migration. Europe's biggest since World War II, which has left whole areas depopulated: One estate adjacent to Belfast, Rathcoole, saw its school-age cohort



## OVERSEAS

# Resolved to flush out the ideologically unwashed

New regulations issued last month by China's State Education Commission give top priority to politics and ideology in the country's schools, colleges and universities. The move is seen as a major reversal of recent policies and again places all education under the tight control of the Communist Party.

Under the changes, political and ideological education will be valued above academic achievement in all educational institutions. There will be a massive increase in the number of political and ideological teaching staff at all educational levels - which includes giving party cadres responsible for political work full teacher, lecturer and professor status.

Political and ideological factors are to be the main criteria of university and college selection, with the disqualification of university candidates who oppose the party and socialist doctrines, and those with a criminal record.

There are also plans to set up and improve the work of school, college and university "congresses" designed to develop democratic management.

Mr Li Peng, the vice-premier and minister of the commission said the new regulations meant that educational institutions would be "most concerned" with producing youngsters with "high ideals, high moral standards and a devotion to socialism".

Schools and institutions at every level should not be judged on the academic performance of their students or how many got to university. He said: "The basic criterion should be whether students are useful citizens who can contribute to the socialist development of the country."

Personnel to be given teacher, lecturer and professor status include: cadres, instructors, party and Communist Youth League secretaries re-

## CHINA

## Geoffrey Parkins reports that Peking is reinstating political acceptability as the prerequisite for academic success

sponsible for students' ideological and political education in schools, colleges and universities.

The first such appointments were made at Peking and Pudan universities during the recent student demonstrations which called for greater freedom and democracy. Since then a further 297 cadres have been promoted to either lecturer or professor status. The ratio to be aimed for is one teacher or lecturer to every 150 students, said the commission.

In stressing political, ideological and moral qualities in the selection of candidates for university and college places, the regulations state that admission "will not be given" to any candidate who in "words or actions" opposes the Communist Party's leadership or the doctrines of Marx, Lenin and Mao Tse-Tung or who deviates from the socialist road.

Also disqualified are those previously convicted of a criminal offence and those deemed to be "morally degenerate".

In general, university selection will be based on an all-round assessment of a student's political, ideological, moral, intellectual and physical qualities, in accordance with state plans and entrance exams.

But political and ideological attributes are to be considered more important than academic performance and entrance exams will be valued for students recommended on "these

grounds. Also, from next year, students who fail to acquire a "correct social orientation" at school will be excluded from university entrance exams altogether.

The age limit will be 25 for ordinary university students, 23 for foreign language courses and 28 for candidates with work experience. But students with favourable political and ideological qualities will not be subject to such restrictions.

Each provincial Communist Party office will supervise enrolment, but universities and colleges - where new enrolments will reach 587,000 this year - will have some say in final student selection.

Mr Li said that measures for evaluating schools and other institutions were being worked out in the light of the new regulations, adding that the Congress of China Educational Workers Union - to which 75 per cent of China's 12 million teachers belong - will be required to play a central role.

The vice-premier said that while 81 per cent of schools had set up institutional congresses, only 40 per cent of universities and colleges had yet to do so, and this was simply not good enough. There was also a need for institutions to open up more channels of communication between management, faculty members and students.

The strong political emphasis of many of the new regulations came as a surprise, as they indicate a reversal of many of the popular educational policies promoted during recent years, especially those on intellectual freedom and open academic debate.

They also fly in the face of the party leadership's repeated promises that the anti-liberal campaign would be restricted to within the Communist Party and that policies on intellectual freedom would not be affected.



Follow the leader: full allegiance to Mao's doctrines is back on the agenda.

# Labour largesse on Access

## NEW ZEALAND

## Lyn Richards on how the Government has outpaced the Opposition to make promises for a new vocational training programme

Access, or unable to get them. The aim is to abolish "make-work" schemes and the dole.

Now you know where the money is coming from, and how the unemployed disappear - the dole funds support Access and the unemployed become

students. Some £30 million is to go to polytechnics to expand the Link scheme which gives secondary school children part-time courses at polytechnics to expand Foundation courses in pre-nursing, information processing, construction skills, tourism, and the like, and to provide Employment Week courses full-time in business studies and management.

An extra 3,000 full-time and 4,000 part-time places are envisaged, and the polytechnics say they can cope.

Opposition MPs are furious. Publicly they say that Access is just a new way to paper over the cracks in the economy that the ruling Labour Party has caused. Rumour has it that, privately, their grudge is that Access is very like the scheme for dealing with unemployment which they were hoping to announce as their own.

Access, in its Labour Government form, however, is quite radical. It is first a very decentralised programme, with 20 regional committees of lay people deciding how to spend, and spending, the money. Second, it creates a new educational entity between secondary and tertiary systems.

Secondary schools, directly descended from British public and grammar schools, have been unable to change fast enough to cope with the new literacy and numeracy demands. The technical institutes (polytechnics) have been innovative (they don't have to worry about uniforms and external exams), but they have been supplying what was asked for by business and training boards rather than searching for the unemployed.

Access will have its customers supplied from the dole queues but is not expected to rely on the technical institutes. It is to be run by employers, government departments and community colleges.

The dole will, of course, not completely vanish, nor will it be dealt to the unemployed or those trapped still without jobs. But Access will have a massive impact on the dole queues.

# Union chief shot at civil rights demonstration

## EL SALVADOR

The former general secretary of El Salvador's teachers' union ANDES has been shot and seriously hurt during a demonstration against civil rights abuses timed to coincide with the third anniversary of President Duarte's election to power.

Señor Julio Portillo, currently an executive member of both ANDES and UNTS - the country's main trade union federation - was hit in the stomach, outside San Salvador's Maricao Prison.

An UNTS executive member, Señor Marco Tulio Lima, immediately blamed the armed forces for the shooting. The National Union of Teachers in Britain has formally protested to President Duarte and the Education minister, Señor José Alberto Buendía.

Portillo's prominence in the activities of ANDES and UNTS has prompted several recent death threats. Last year, the Minister accused him of being a Communist - a term now widely seen as a green light for the military and death squads to step in.

The teachers' union itself has been a constant thorn in the Government's side, pestering it to restore cuts in the education budget and rebuild schools destroyed by earthquakes.

More than 300 teachers are said to have been killed since 1980. Some 3,000 are thought to have gone into exile.

Sue Surkes



Duarte's violent anniversary

Chaos marks exam season

## ITALY

This present school year in Italy - already one of the shortest on record, numbering fewer than 200 working days - looks like ending in chaos.

With Sunday's general election, schools will have to close earlier than expected to allow polling to take place while school-leaving exams (maturità) have been postponed until Friday.

Meanwhile, two major groups of teachers nursing grievances are threatening to hold up essential end-of-term reports; the *comitati di base* (base committees) who are dissatisfied with recent pay rises have threatened to refuse to

from official unions; and the *precari* - supply teachers who have not been able to obtain permanent posts, sometimes after years of service in the same school.

With strikes action looming large on these two fronts, the Italian Association of Parents has called upon the Minister, Signor Francesco De Luca, to intervene - if necessary by obliging striking teachers to work.

David Newbold

## OVERSEAS

# Ministry hushes its own publicity machine

At this time of year, French parents need to keep a sharp eye on school council decisions which may affect their child's future studies at any age between 13 and 19.

Every class has its council, made up of the head, the subject teachers, a parents' representative, and a course advisory councillor whose role is to guide the council's recommendations on the best course of study or vocational training in the year ahead for each pupil can have long-lasting effects. But most parents accept the council's decisions, often through ignorance of how the system works.

This year, the Education Ministry is spending 350,000 francs (£35,000) on an information campaign to help parents and pupils find their way through a maze of subject options and courses known as "orientation" which is full of booby traps for the unwary.

The government-funded information office responsible for the campaign is the Office Nationale d'Information sur les Enseignements et les Professions, known as ONISEP. But ONISEP has been instructed by the ministry to play down its campaign, because the word "orientation" is

politically sensitive. "Orientation" has become less ruthless since children can no longer be ejected from general schools to technical or vocational schools without parental consent. But many parents are unaware of their rights and tend to take the council's recommendations as final.

The whole process can be equally upsetting for pupils who are considered able enough to remain in general education. They may be advised to stay down because their results in one particular subject, or overall, are not good enough for them to move up to the next class.

Others may be told their maths is not good enough even to attempt the prestigious mathematical *baccalauréat* which opens the steepest doors in higher education. The process certainly helps to maintain standards, but decisions often appear arbitrary and teachers are often thought to have too much power.

Not surprisingly, "orientation" has become something of a dirty word and its image was not improved when the government used it last winter to replace the even more controversial "selection" when it attempted to intro-

## FRANCE

## Mary Follain explains why more pupils are repeating classes

duce selective entrance procedures to all universities.

Students and lycées (upper secondary pupils) felt they had already been "orientated" enough and did not want it extended to university entrance. The ministry withdrew its proposals but the word is still political dynamite. As a result, ONISEP's campaign has become a damp squib. Visits to firms have been cancelled.

Instead, the office and its 580 orientation information centres are issuing extra brochures and posters to schools, and sending questionnaires to firms. ONISEP does its best to keep the public informed through the media, and its counsellors give advice in schools as well as in regional centres.

This is most needed during the second, fourth and fifth years in secondary which are watersheds in orienta-

tion. First, parents are asked for their preferences. They may be asked to choose between general or vocational school, and between different courses or subjects.

Later in the year, the class council decides which pupils are capable of following the course requested. The most able are kept in general education, although some with poor end-of-term reports may be advised to stay down. Others are orientated sideways into technical or vocational schools.

Regional discrepancies in course availability influence council decisions. As education historian M. Antoine Prost has pointed out: "A pupil has nearly twice as good a chance of being intelligent in Biarritz as in Vesoul", because there are twice as many places in schools offering *baccalauréat* or advanced technical qualifications.

But if parents are unhappy about the verdict, they have several options. They can ask for their child to sit a special exam in the hope of better results. Their chances of overturning the council's decision are higher if they ask for their case to be referred to a special commission. They usually en-

list the help of a parents' association to confront a commission composed of the head, the careers adviser, three parents, a doctor, a social worker, and teachers, who will examine both family and academic problems, past and present.

Some parents opt for private education and a few even try boarding schools. But an increasingly popular tactic is to request that the child stay down. The council cannot refuse and there is always the chance that things will improve next year.

The rise is thought to have contributed to the sharp increase in the number of children repeating classes. This doubled in secondary between 1976 and 1984, but there is not enough research to show at what stage it is most beneficial.

On the whole it would seem that children are better off not staying down, particularly in primary, although it can be to their advantage three years before the *baccalauréat*. The lack of conclusive research (and perhaps the expense) has prompted the ministry to leave the decision to parents.

# Recipe stands upwardly mobile on their heads

## UNITED STATES

## Bill Norris on William Bennett's latest advice to educators

Mr William Bennett, the United States Education Secretary, claims to have found the philosophers' stone that will transmute bad schools into good, and poor pupils into successful scholars. It is, he says, simple and effective. Above all, it is cheap. President Reagan is delighted.

The recipe for this remarkable feat of alchemy is contained in a new Education Department booklet, *Schools that Work: Educating Disadvantaged Children*. Mr Reagan launched it himself, telling a press conference that inner-city schools could become academic showplaces, instilling patriotic values, and refusing to "use poverty as an excuse for failure".

The handbook, some 80 pages long, chronicles the achievement of nearly two dozen schools that have won academic laurels despite their depressed surroundings. "These schools and programmes may seem miraculous, but their accomplishments are no mystery," said the President. "They can be duplicated all over again, all around America, and they should be."

"They know there are no such things as black values and white values, or poor values and rich values. They know there are only basic American values. They know that lower standards are double standards, and double standards are wrong."

Mr Reagan, whose own standards, in initiating arms sales to Iran while counselling his allies to desist, have recently come under some scrutiny, praised "old fashioned" schools.

"They don't go in for tricks," he said. "They use what's tried and true: clear standards of behaviour, long hours, hard work and measurable goals."

He added: "They don't wait around for new federal programmes before they start to do their jobs." In view of his Administration's current attempt to cut the federal education budget by 25 per cent, this may be as well.

The new handbook, the third in a series of homilies by Mr Bennett, is being distributed free of charge to school boards, mayors, state legislators and governors. Unlike its predecessors, however, it will not be available through a free telephone number. This may be because the Department suffered some embarrassment last time, when idle telephone operators were found to be sending the book, unasked, to random subscribers in order to boost the circulation figures.

As for Mr Bennett, some of his readers may be wondering whether old-fashioned efficiency is being practised in his own Department. Just as President Reagan was about to unveil his words of wisdom, declaring that they should "top the summer reading list of everyone interested in education", it was discovered that the covers had been bound on upside down.



Many school districts have begun recruiting from Ireland.

# RC schools in quest for clergy

The number of Roman Catholic schools in the United States is declining. From a 1964 peak of 13,240 schools enrolling 5.6 million pupils, a new report shows that only 2.8 million pupils are enrolled this year in 7,700 primary and 1,400 secondary schools.

The report, by the National Catholic Education Association, places the blame in part on the shortage of nuns and priests, who traditionally formed most of the teaching staff. Now lay teachers, demanding far higher salaries, comprise 83 per cent of teachers in primary schools and 78 per cent of those in secondary schools. By 1995, it is estimated, fewer than 2 per cent of the teachers in Catholic schools will come from religious communities.

Even lay Catholic teachers are in short supply, and many school districts have begun recruiting from Ireland. A Dublin agency has found places in the United States for 250 Irish teachers over the past three years.

The pupils are changing, too, the proportion who are black and Hispanic has doubled since 1970, and now represents 22 per cent of the school population.

Many are not even Catholics: the report explains that minority parents are attracted by the religious schools' reputation for emphasizing values, high academic expectations, and a strong community environment.

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## Back to the chalkface

The New York City Board of Education is often criticized for its bloated bureaucracy. It takes 4,500 civil servants, at a cost of \$110 million (£65.7m), to run the schools. However, the board's new president, Mr Robert Wagner, has decided to cut the head-quarters staff by 10 per cent. But the displaced administrators will not be fired - they are being sent out to schools.

Almost every one of the 111 high schools will get an extra staff member, and others will go to the special education division which caters for 110,000 pupils. Some will continue in administrative roles, but most will go as assistant principals, teachers, guidance counsellors, and speech therapists.

"This is terrific," said Mr Stanley Litow, director of the Educational Priorities Panel, a civic group that monitors the board's activities. "What is really exciting is that they are putting more people back into the schools."

It was not known whether the displaced bureaucrats share his enthusiasm.

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## LETTERS

## Complex grasp of language precedes trying to read

Sir - Mary Beck (Letters, May 22) suggests I must myself be a failing reader because apparently I totally misread her Talkback article (April 24) about failing readers. "Does my article mention sub-skills?" she asks. "Does it suggest that we diagnose children's weaknesses in sub-skills (which might be unrelated to literacy) and remediate them with programmes? It does not."

In truth I think there must be something seriously wrong with my ability to read because I could have sworn that this was precisely what her article *did* say. The "difficulties" she lists at the beginning of her article and repeats throughout, and which she says many children share, seem remarkably like sub-skills to me. I can only assume that Mary Beck does not regard "ascribing a sound to a letter", or "sequencing letters to make a word", or "differentiating between letters such as b/d, u/v" as sub-skills.

## Wide vocabulary

Sir - I appreciate Leslie Duffen's point that reading has helped the language development of his daughter who has Down's syndrome. But I can't help feel that learning to read for any child cannot successfully and effectively take place if it is treated as an isolated activity. I agree with Jeff Hynds' belief that reading development is an extension of language development.

Although I am always pleased to read about the progress of children with Down's syndrome, I could not understand when I first read accounts

What, then, are they? What was her purpose in mentioning them? What is the rest of her article if not a programme for remediation? (She says, for example, that we must use serif type and cursive handwriting.)

I wrote my letter, which Mary Beck has in fact allowed answering, to dispute the very statement she now appears to disavow, that "it cannot be denied that many children share the same difficulties when learning to read". I do deny it. I deny all the "difficulties" she specifically mentions. Children who cannot read do not have these difficulties. Their true difficulties lie elsewhere, and lie deeper.

If Mary Beck regards me as a failing reader, your other correspondent, Leslie Duffen (also May 22) tells me I am confused. I have, he says, confused "reading" with "language development", a confusion which continues to do much harm (sic), particularly in the field of special needs.

Of Sue Buckley's work who more up-to-date approaches were not being used. My daughter has Down's syndrome and is nearly five years old. She has had stories read to her from infancy and one of her first words was "story".

Although she cannot read as yet, she loves books and has a great deal of book knowledge. She has memorized many of her favourites, will always fill in the left-out words and will often dramatically talk through the pages of a book demonstrating her understanding of the text. She often asks for a particular book either at the time or at a quiet time in the day.

Indeed, I must be thoroughly confused, and doing considerable harm, for I have always supposed reading and language development to be rather closely related. But then the whole of Mr Duffen's letter confuses me. Without doubt this is another example of my reading failure. Whatever does he mean when he says that "reading" - strictly defined - is the easiest input to language development for most children? How can this be? Most of the world's children learn to handle language in amazingly complex ways well before they ever learn to read, or even if they don't, like Mary Beck's failures.

JEFF HYND'S  
Senior course tutor  
CNAIA diploma in the teaching of reading and writing  
Thames Polytechnic  
Avery Hill Campus  
Bexley Road  
London SE9

Her language development is beginning to take off in a very exciting way. Although sentences are still sometimes cryptic, she has a very large vocabulary including lots of adjectives and adverbs. Surely the richness of her contact with books and stories has contributed to this. She will no doubt need extra help to make connections with print, but I feel confident that because she is so highly motivated, she will become a competent reader, as she is becoming a competent talker.

ZELDA McCOLLUM  
13 Brindley St  
London SE14

## Open minds

Sir - Before the correspondence about the teaching of reading polarizes further, I would like to ask teachers to approach this fascinating work with minds as open as possible.

There is no absolute proof that one approach for all children is better than another - or if there is, please tell me! Possibly this is what the correspondents wished to point out.

Meantime, knowledge of what occurs during the reading process is gradually emerging, and I feel sure we try to act as sensitively as possible on

## Into print

Sir - Leslie Duffen's letter contributes further confusion to the understanding of the nature of the process of learning to read. He confuses the observable development of reading and language in children with specific difficulties, in this case Down's syndrome children, with the development of language and reading in mainstream pupils.

Down's syndrome children apparently have difficulty learning to articulate language and understand the oral symbol as conveying meaning. They seem to develop an ability to utilize other systems of signs, whether printed, or manual, to convey their meanings. My own stepson at 19 years still finds manual signs and printed language easier to manipulate than speech.

Leslie Duffen causes further confusion in describing reading and listening as "learned responses". Reading is not a learned response to printed symbols, but an understanding that those symbols convey the meanings of language. Listening is not a learned response, as when answering the door bell, but an internalizing of sounds heard in order to understand the meaning conveyed by the spoken language and then respond to that meaning.

For the child without specific learning difficulties, or special needs, learn-

ing this information. We also try to keep touch with useful resources. The knowledge, added to our ability to monitor our pupils' development and to provide a stimulating environment, which is well-organized and managed, and which welcomes parents, appears to provide fertile ground for nourishing reading development.

ELIZABETH FALCONER  
Adviser for special needs, Wiltshire  
Stoncrop  
The Butts  
Biddestone  
Chippenham, Wiltshire

ing to read involves realizing a linguistically derived meaning, print, and then learning to slot the forms of print into that meaning. Children come to reading as a family, manifestation of the language used, they have first learnt and used orally, a social situation. Only when a concept of linguistic meaning in print, fully developed can the act of reading become an area for language development.

If a child needs specific help with oral language development, it appears able to understand the meaning potential of manual and printed symbols, then reading would provide oral language as a means of language development. However, the learning difficulties of a specific group of children should not necessarily be used as evidence for language and reading development of children who speak language develops in the way way, and then extends into the realm of print.

ANNE FORREST  
31 Somers Road  
Reigate  
Surrey

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

## Grant exercise

Sir - The Labour Party is surely raising busless bogeys about the proposed grant-maintained schools.

As regards pupil intake they would be in much the same position as church and other aided schools, about which no complaint has been made. Or are these too looked on with left-wing disfavour?

As for the suggestion that these GMSs might be a means of introducing grammar schools by subterfuge, the character of a comprehensive school could not be changed without the approval of the governors and of a majority of the parents, who would presumably be a representative cross-section of the population and not therefore concerned with the interests of the high-flyers.

P M BURROWS  
41 Harrison Close  
Reigate  
Surrey

## Health record

Sir - While reading the plea of health educators like Stephen Pain and Lynda Finn (TES, May 29) against the return of authoritarian "double standards" in the health education curriculum, I could not help wondering what they thought their "good health education" was, since it is also imposed by the activities of professionals.

As a historian of popular health education from c 1650, I have learnt to look at the activities of all professionals in this field with a slightly jaundiced

## Independence would lead to isolation

Sir - Although parental choice of school is important, it is doubtful if the Conservative commitment to this is really genuine. The real targets of their election proposals may be teacher solidarity and the viability of local education authorities. If this is so then their plans to encourage secondary schools, and later primary schools, to opt out of local government control will be seen as sabotaging the education system itself. Even acknowledging its faults, British state education does not deserve such drastic treatment.

Schools would not be strengthened by this hastily sketched scheme but isolated. There will be schools, in some districts, with active and interested parents and governors who would ensure the success of their school. They may fail, or become embroiled in

arguments about the right way to run the school. It may not then be easy to re-integrate them with neighbouring schools if the local authority has been forced to modify its local provision to allow for that school's independence.

The proposals do not seem to have received much thought, or public discussion. No research has been attempted, no national inquiry or Royal Commission has been asked to judge them or advise on their implementation. They run counter to the experience of education provision by local elected authorities for more than 100 years.

The duty of these i.e.s is to provide adequate schools, taking into account parental wishes. These involve denominational and ethnic considerations, and the desire of some parents to

send their children to single-sex schools. It requires an overall view of the district and its needs, and consideration of the total potential school population over future years. For this there must be continuity of management.

Schools which opt out will be denied adequate independent local inspection, at present a valuable tool for maintaining an even local standard of education provision. School attendance control would be impeded. The school medical and dental service would be much more difficult to administer. Purchases and repairs would have to be organized by each school, an uneconomic use of resources. I.e.s would find the cost per school of providing services would be greater where they were not operating a

service for all the publicly-funded schools in their area.

It is proposed by the Prime Minister and Education Secretary that a secret ballot shall be held at any school where there is a desire for independence from the local authority. While parents have an interest at the time their children are at an individual school, the wider community has a greater and longer-abiding interest in the provision of schools in its area. The substitution of parental democracy for local democratic control, as practised hitherto, is a backward step, so far as justified by any evidence we have been given.

JIM ADDINGTON  
37 Oakhill  
Oakhill  
Surrey

## Common code

Sir - The idea of parent contracts has been around for some time, but perhaps Anne Sofer's version, "a basic code of moral values and expectations formulated by governors and agreed by parents" (TES, May 15), could help to make it more acceptable to both parents and teachers.

If a school could state clearly, through its governing body, what its particular value system was, what behaviour would be deemed unacceptable, and the idea of co-operation between parents and teachers in putting across these ideas to the pupils, then this could be drawn to the attention of prospective parents with the suggestion of a non-binding undertaking, on their part, to support the

school community in its endeavour to show

if prospective parents did not subscribe to the moral values and expectations, they might choose not to send the child to the school. If they did, the possible future areas of conflict would be clear to both sides from the outset.

A corollary could be that in return for such an undertaking from parents, teachers would undertake to be clear themselves about the values of their school (and whether they, too, subscribed to them) and how far education can be centered on each child at the expense of the whole school community.

JILL THOMPSON  
Cowley  
Oxford

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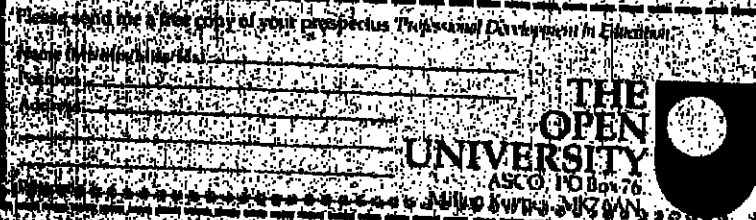
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## Family division

Sir - One thing that came through loud and clear in the run-up to the general election was the indifference with which the political parties treated the subject of the family.

The degree of family breakdown, as manifested in rising divorce, illegitimacy, abortion and sexually transmitted diseases, has very serious political and social implications for the future of our nation. Yet no coherent policies to remedy the situation were put forward in the party manifestos or in the media coverage of the campaign. What a golden opportunity the political leaders missed: the family is a popular issue which is central to the hopes and aspirations of people in the community whose life is centred and founded on the family.

However, it is never too late for the people of this country to ask their



elected representatives what they propose to do about:  
□ A tax system which encourages people to "live as singles" with tax relief on two mortgages of £30,000 each for two people living together, against £30,000 for a married couple;  
□ The vast sums of tax-payers' money granted to "charitable" organizations busy undermining the family by promoting wholly amoral sex education and by encouraging children to flout authority and parental guidance;  
□ Legislation which permits easy divorce, destroys unborn children and condones, if not encourages, the production of more disadvantaged children born out of marriage.

If only politicians would reflect on these and many other family issues in their visions for a better society. Political ideology is blind if it does not take account of human nature and need.

VALERIE RICHES  
National honorary secretary  
Family and Youth Concern  
Wickon  
Milton Keynes  
Bucks

## After the fire

Sir - In your May 15 article on the outbreaks of fire at Tulse Hill school it was stated that the school had "been given until next Friday to satisfy the Inner London Education Authority that it is being properly managed". This was a somewhat dramatic description of what actually happened.

The authority had to reassure itself, on behalf of the parents and children in the school, that everything possible was being done to identify the fire risks and that procedures such as fire drills were being conducted efficiently. To be honest, it was felt-and-braces stuff as we know that an experienced head such as Ken Noble and his deputies would be doing everything that could be expected of them. We were right: they were.

You also mentioned the stress which they had faced because of teachers' industrial action. They are not alone in this, of course, as heads the length and breadth of the country can testify. Nevertheless, I should like to pay a tribute to Ken Noble and his colleagues who have made strenuous efforts to ensure that the impact upon the children has been kept to a minimum. He and they have certainly given beyond the call of duty.

DAVID MALLEN  
Director of education (schools)  
Inner London Education Authority  
The County Hall, 100 Abchurch Lane  
London SE1



NNEB's vital members of the team

## Nurses too

Sir - Bob Webster, in his letter on sexual abuse of children (TES, May 15), stated that "no other adult is in a position to observe so closely a child's behaviour patterns and consequently to observe those changes which may spell sexual abuse. And no other adult has the qualifications and resources or the opportunity to educate children for prevention of sexual abuse".

May I respectfully point out that the qualified nursery nurse (NNEB) is also well able to deal with children in this position and to refer any problems to other agencies.

In fact, in many cases the NNEB is in a better position than the teacher to observe maltreated children, given her privileged role - that of confident and mentor to the children in her charge. No animosity intended, but the NNEB should no longer be treated as "other", because of her excellent training (for two years) in both health and education, should be acknowledged as a vital member of the nursery and school team.

Incidentally, do people know nursery nurses work with children from 2 to 19 years old in educational establishments, including special schools?

MARION CANNON NNEB  
52 Salisbury House  
Boatle  
Merseyside

## YTS placements

Sir - I was interested to read the concern over the involvement of young people on Youth Training Schemes in pre-school playgrounds (TES, May 15).

A similar and equally disturbing situation exists in schools for children with severe learning difficulties. I have come across a number of schools where young people on YTS are working as classroom assistants as part of their training. This is perhaps a greater concern than the playground situation. Not only are the young people possibly not receiving adequate training, but they are probably unlikely to obtain employment as assistants.

Furthermore, it seems unreasonable to expect young people, some of whom have difficulties in learning, to undertake a task which many much more mature and well-trained adults find difficult, and the benefit to the children is questionable. If young people on YTS are to be employed in such situations, they ought at least to be offered adequate training.

JEAN WARE  
Lecturer, Special Needs  
Tutor, Learning Difficulties  
Specialism  
University of London  
Institute of Education  
20 Bedford Way  
London WC1

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Deals piled high with documents

## Paper weight

Sir - What a pleasure it was to read Michael Armstrong's article (TES, May 15) on bench-marks. Obviously he is a man who writes well and really knows what goes on in a good primary classroom.

During the past two years my desk has been bombarded with 5-16 curriculum documents, Kenneth Baker's never-ending drive about pay and conditions of service, GRIDS booklets, INSET invitations, GRIST money and how to put in bids for it, 1986 Education Act with means of implementation, followed by reams more from the education office.

At the end of a really wearing half-term I want to find something which will revive me, re-charge my batteries, bring a little light relief into my life and inspire me to carry on the good fight.

The article which helped this week reminded me most of children, and the Powdren Ideals, most of which have not yet arrived let alone been surpassed. It made a mockery of Mr Baker's plans to test all our seven-year-olds and then revise the old 11-plus. I was reminded that I should be "interested in describing well what children do at their best" rather than "testing what we supposed they ought to be doing".

Come on primary practitioners, speak out now and persuade Baker of his folly. I suppose that HMI is too busy writing reports to stand up and fight with us but *The TES* can influence so many people. More articles on what is good in the primary world, there's plenty to choose from. More gentle humour and little homilies to remind us about the children and to keep us pointing in the right direction when our desks are piled high with documents.

MARK LEE  
Sandown Broadway CP school  
The Broadway  
Sandown  
Isle of Wight

## Talking liberty

Sir - You report a Freedom Association conference (TES, May 15) addressed by the philosopher Roger Scruton who is reported to have denounced the new GCSE examination system.

I wonder if this can be the same Roger Scruton who wrote a book called *The Meaning of Conservatism* (Pollock, 1980) in which he writes: "The concept of freedom cannot occupy a central place in conservative thinking, whether about national affairs, international politics or the internal guidance of an autonomous institution... For the conservative, the value of individual liberty is not absolute, but stands subject to another higher value, the authority of established government." (page 19)

I suspect he is one and the same since, in the section "The Search for Dignity", he goes on to define conservatism as "characteristically inarticulate, unwilling to translate itself into formulae or maxims, loath to state its purpose or declare its view".

"And a political creed", in so far as it is formulated, is partly an exercise in rhetoric, to be revised and restated whenever the times demand it."

After the rhetoric of freedom, what comes next?

ROBIN BRABAN  
Leamington Spa  
Warwickshire

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The British Council



## FEATURES

## Trusting the child

The answer, difficult though it might be for many parents and teachers to believe, is Yes; the experience of those who teach their children out of school resoundingly supports this, and its theoretical basis is to be found in the writings of Illich and Holt. Indeed, some primary schools have experimented with this idea, to produce

It would certainly not guarantee that science and arts students would emerge in the proportions desired by the Government. But who can say that would be a disaster, since it is our present pupils who would be as much affected as anyone else? Who are we to tell them what sort of future they should have?

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Hill Trail Riding Centre

Early motherhood means material hardship but, with long-term financial prospects pretty dire anyway, delaying motherhood does not necessarily hold the promise of a better standard of living.

## No credit in the nursery

The four-year-olds in my class are just at the optimum age for this kind of active learning. Their language development and their young store of experience makes their imaginative play increasingly rich and inventive. Their fine motor control and spatial

place on the reading/scheme/maths scheme treadmill, and when they are five they will be "middle infants" and ready to play only when they have done their daily work for the teacher.

Because parental involvement is something else which nursery educa-

They would cope. The mother's paralytic shot was to say that she thought she would ask her doctor what she should do.

Teachers as a profession have a body of knowledge which one could call expertise. So how come no one can

**'Academic knowledge covers only a fraction of that possessed by the competent language user'**

allow the child to take the leading role. Children learn more complex and more varied forms in order to realize more complex and more varied meanings. Given the supportive context that Wells describes, early language development

*Children need a rich experience of pleasurable stories and poems*

also to transcribe it, using increasingly close approximations to the conventions of our writing system. In other words, reading and writing do not have to be formally taught in order to be effectively learnt.

To enable this learning to happen most fully, teachers of English need a far greater understanding of language than most have been

**'Many teachers of English were trained on courses giving only perfunctory attention to language'**

Parents have a right to know far more about their children's learning than they are of permitted at present. And employers are entitled to know of school-leavers' capabilities. But it is abundantly clear that the information which they seek and value, which enables parents to plan

Henrietta Danbey is chairman of the NATE Association for the Teaching of English, Copies of NATE's evidence to the Kingman Committee are available from NATE, 49, Brookgrave Road, Newbury, Berkshire RG13 2AT.

# For Kingman and country

learner, where school provides a stimulus sup











## TECHNICAL BOOKS

## Craftsmanship

**Design and Realization.** By Adrian Marden. Oxford University Press £5.50. 0 19 832732 3.  
**Design and Craft.** Second edition. By A. Varwood and S. Dunn. Hodder & Stoughton £4.75. 0 340 38625 8.  
**Teaching GCSE Craft, Design and Technology.** By David Rees. Hodder & Stoughton £4.50. 0 340 40877 4.

*Design and Realization* is the generic title given to the new GCSE exams which have absorbed the traditional craft subjects and added much more. In Adrian Marden's book we have a complete reference manual for the new exams approved by the SEC, with comprehensive contents page, glossary and a full two-page index. This is an intensely practical book, copiously illustrated with freehand drawings, the clarity of which is enhanced by the tinted background. It is full of ideas and technical information. The author takes the student from the requirements of the designing process, through materials, tools and processes to the technology necessary for meeting the needs of the exams. It is essential reading for all GCSE students in this subject.

*Design and Craft* is a second edition of a book first published in 1979, revised to meet the needs of GCSE. Greater emphasis is now placed on the design process, projects and the graphics to accompany both. Those familiar with Mr Varwood's books will expect meticulous preparation of the material and a high standard of illustration - they will not be disappointed. More than half the book takes the student step by step through the designing process. A section which com-

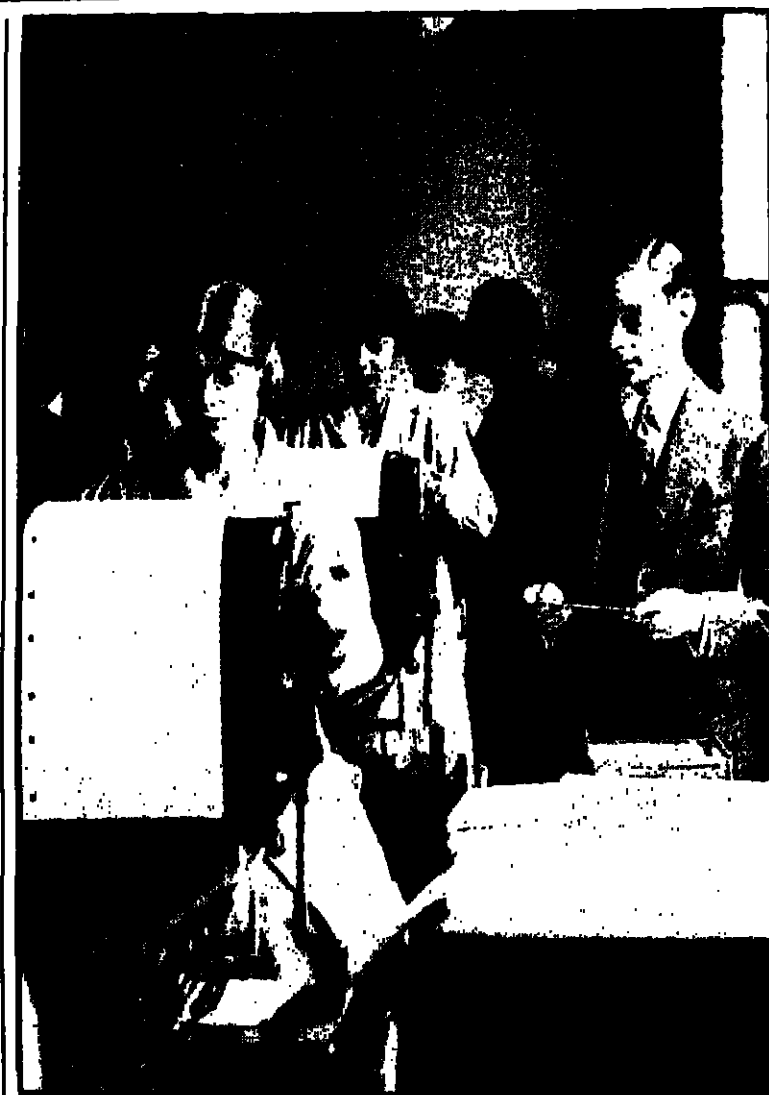
pares school designing methods with industrial practice precedes 11 examples of school design and craft techniques.

Section two is a close study of this designing process. The authors begin by establishing that the necessity for problem solving - or a design brief - arises because of a situation from the environment in which people live. They then take the student through a planned course of study including ergonomics, materials, joining, finishes and the other factors which influence the final design. The need for modelling in some cases and appraisal is stressed.

The next two sections of the book deal with graphic communication and presentation of the design solution and will help students in this area. The final section deals with the common materials used in *Design and Realization* in resistant materials.

*Teaching GCSE Craft, Design and Technology* is a practical guide to the new syllabuses. It should have a place in all school CTD centres if only to reassure staff with such phrases as "it is hoped that the reader will realize... that a lot of the good qualities... in Craft Education will be preserved. There is still an important place for good craftsmanship, there is still a place for pride in one's work, there is still a need to produce drawings of good quality". Examination techniques, syllabuses, project work, resources, planning schemes of work and assessment are topics covered with helpful guidance in most areas. Many staff I think would like to see copyright-free examples of assessment sheets and records of achievement but as it stands the book is one more weapon in the fight against the old enemy, time.

Ted Heasman



George VI, before ascending to the throne, was known as "the Industrial Prince", taking a close interest in processes and conditions of work. This photo comes from *The History of the Industrial Society 1918-1986* by Chloé Maller, Peter Musgrave and Gilles Desmons (published by the Industrial Society at £20.00).

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Susan Ross

## Alpha plus

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The Royal Institution's Christmas lectures have an outstanding reputation. They have probably changed many lives, in that young listeners have been inspired to follow a career in science or technology. To convey the spirit and atmosphere of the lectures to a wider audience through the medium of print is not always easy. Professor Maund explains that his 1983 series involved some 150 experiments and demonstrations, 50 slides and 20 short films in a six-hour presentation.

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The illustrations are correspondingly catholic. There are, as a small example, "the most advanced mechanical known to man" (a human skeleton), a ring-laser gyroscope, a boomarang, the RAF Red Arrows, George Stephenson's woodworking lathe and a modern multi-tool numerically controlled machining centre, and the launch of an Ariane space rocket. The theory underlying the manufacture of moving machinery, and the practical consequences of the movement, are linked in this fascinating review. Like the annual lectures themselves, the book merits an adult place on the shelves of many school libraries.

Richard Evans

## A fine tradition

**Technical Drawing and Design.** By James O. Bevan. Gill and Macdonald 90-7171-1394.

Although there is considerable emphasis on design and communication we should not ignore the fine tradition of draughtsmanship. My heart warms to the author who, in writing his preface, thus truly testifies to his belief: "Here is a complete textbook, not only for today's examinations at 16-plus and 18 but for the potential professional. As well as engineering, drawing, building and architectural needs are met by many interesting examples, such as the design of a car, a house, a machine, a piece of furniture and solid

geometry are covered in great detail and each section contains a range of questions with good examples. The student is helped to a clear understanding by many pictorial sketches, especially in the section on development, and even more by the two-colour printing throughout. The potentially difficult topics of points, lines and planes in space are handled well with problems concerning mine shafts, for example, to stretch the imagination. This book sums up the book: it is imaginative in the way it deals with so many traditional aspects of draughtsmanship, and it is a most useful and interesting book for all those who are interested in the subject.

## BOOKS IN CLASS

## Qwerty themes



combines relevant theory and background information with carefully structured practice material. Written for use by both typists and non-typists, it is suitable for students following RSA, LCCI, Pitman, B/TEC, GCSE, SCOTVEC and pre-vocational word and information processing courses. Worksheets, which may be photocopied, assignments, and past examination questions are provided, along with a useful index. The teacher's manual contains detailed guidance on all exercises and assignments, with a full key and worksheets. Photocopiable OHP masters are provided.

**Word Processing: A Teacher's Guide, RSA Stage 1.** By Rosemary Knight. Pitman £8.95. 273 02605 4

This book aims to provide teachers with all the up-to-date knowledge required to train students for the new RSA Stage 1 Word Processing examination in which they have introduced a criterion-referenced assessment. The syllabus covers the four major areas needed to produce an efficient word processing operator - proof-reading; accurate inputting and creation of text; editing (using basic editing commands); and the ability to read the screen and sensibly add text where necessary.

Past examination papers are reproduced in full, along with worked examples, marked and graded, by the author. Useful hints and examples of teaching/learning material are included, and a helpful index for quick reference.

**Word Processor Training Guides.** By Anne Clark. View Instructions 0 273 02252 0. Wordcraft Instructions 0 2253 9. Pitman £2.50 each.

Two useful books of instruction on the use of a BBC microcomputer with View chip and monitor, and a Word-Craft disk. Each book gives full instructions to a new user with helpful diagrams. Suitable for individual learning as well as in class. Students preparing for RSA, LCCI and Pitman examinations will find these guides invaluable.

**Typewriting Theory and Practice.** By Joyce Stananough. A Progressive Course £4.50. 0 550 753036. Assignment Book £2.95. 75 304 4. Chambers.

These two books form a graded course for students who have mastered the keyboard of both typewriter and word processor. The course provides excellent practice material, with emphasis on proof-reading and accuracy, for students preparing for elementary and intermediate examinations. It will also be useful for individual learning as keys to assignments are given.

For those learning typewriting and word processing simultaneously, guidance is given on how word processing functions relate to each point of theory in typewriting. In addition to the very full index, there is a special index of word processing functions to help students to locate particular sections for development or revision.

The *Assignment Book* contains additional tests and practice material with keys, helpful index and specimen headed paper, similar to the *Course Book*.

**Practical Typing Skills. Students' Book.** By Margaret Leafe. Chambers £4.95. 0 550 75305 2.

For students who have mastered the keyboard and require realistic practice in preparation for their first external examination or their first taste of work experience in an office, this book will help them to co-ordinate typing with elementary office practice.

Some exercises require research on the part of the student in order to make the correct choices. There is considerable emphasis on work experience thus encouraging the student to aim for a high standard in their finished work suitable for a prospective employer. An index is provided for quick reference. The accompanying teacher's manual contains partially copyrighted material stationary and document samples.

**RSA Typewriting Skills: Book One** 0 4 35 45174 X; **Book Two** 45175 8. Heinemann Educational £4.95 each.

Published in association with the RSA, *Book One* deals with the new Stage 1 syllabus. It takes the student through the syllabus step-by-step, giving clear and full explanations of all they need to know. Built into the book is a simple log-book system for self-assessment. Chapter headings are at the foot of each page for quick reference, and the book is spiral-bound for easy use.

*Book Two* is designed to prepare

students for the new RSA Typewriting Skills examination at Stage 1. This is a progression from Stage 1 in an easy-to-follow manner, setting out how each objective could be carried out, and detailing what the examiner will be looking for in the finished work.

Both books include facsimile examination papers and a supply of the RSA-headed stationery as used in the exams, so that students may have realistic practice prior to the examination. This is the first time the RSA have collaborated in writing a textbook for their examinations. Teachers and students should find them invaluable.

**The Five-Hour Keyboarding Course.** By Madeleine Brearley. Penguin £2.50. 0 14 008978 0.

Based on the "anagram" method, it is claimed this book will teach anyone from the age of 12 upwards to type, and on any machine, from the oldest portable manual to the most sophisticated computer keyboard. It will no doubt help the two-finger typist to use all her/his fingers on the correct keys, and it gives a few examples of simple letters and envelope-addressing styles, etc. However, it would take a very diligent student with great perseverance to accomplish this course satisfactorily in five hours. Twelve is considered the norm by most tutors for proficiency on a keyboard of any sort.

**Progressive Audio Typing. Students' Book.** By Sarah C. Wareing. Chambers £3.50. 0 550 75300 1.

This book, along with the teacher's manual and accompanying tapes, will introduce the proficient typing student to audio-typing. It contains detailed instructions for each stage of the course from the first lesson through to intermediate examination level. The main points of typewriting theory are covered. There are special sections on spelling and punctuation which are of particular importance to an audio-typist. Practice material includes business assignments and a specimen RSA 11 paper. Keys to exercises are given and there is a useful index for quick reference.

**Word Processing in Practice - Book 1: Beginners' Course.** By Clare Lee. Oxford University Press £4.95. 0 19 832733 1. Teacher's Manual £5.95. 832741 2.

This is an introduction to the essential aspects of word processing, its system operation, with useful diagrams; document display and editing functions; it

judges' bias, then in the beating up of new friend by the local Nazis. As their love deepens so does the shadow over their future. Then, finally, on a brief excursion to hear Wagner at Bayreuth, Nell's English-rose beauty attracts the personal notice of Hitler - and who, remembering Unity Mitford, can dismiss the fiction as implausible? Franz sees the resulting press photographs with horrified disgust and the misunderstanding shatters their romance. Only 30 years later is a happy ending achieved, but by a coincidence which (much as the readers may long to suspend their disbelief) is hard to accept.

This is, however, a riveting story, full of suspense, vivid characters and lively dialogue. Perhaps the latter is unduly peppered with German phrases; somewhat excluding to a child who has not learnt the language, and too frequently distorted with inverted word-order to suggest the foreign original.

Simple, but deeply felt *Prairie Songs* take us into the early Nebraska world of Willa Cather. Pam Conrad's conscientious research is imbued with imaginative empathy. In this harsh solitude there are no trees and therefore no wood. Louisa, eager, wistful and bursting with curiosity, lives with her younger brother, the manipulative Lester, in a "soddy" or turf-built house, without planks for a

Teeline Word Grouping. By George Hill and Meriel Bowers. Heinemann Educational £3.95. 0 435 453262.

Part one explains the nature, functions and value of word groupings in building up speed, with a chapter outlining grouping principles. Part two consists of an alphabetical list of common word groupings which are likely to occur in general and business (but non-technical) dictation material. A long-overdue book which should be a boon to those trying to increase their speed rapidly.

**Short Course Wordbook: Pitman 2000 Shorthand.** By Bryan Coombs. Pitman £2.95. 0 273 02325 X.

This book is designed to be used in conjunction with the Short Course textbook as additional practice material. Useful for consolidating theory unit by unit, improving outlines, fluency, and fast recall for speed development, the workbook can be used over and over again for practice and revision.

**Short Form Dictation Passages: New Era Shorthand.** By J. M. Gregory. Pitman £1.50. 0 273 02379 9.

A teacher's handbook containing realistic dictation material for students who have completed the theory of Pitman's New Era shorthand, this is intended to provide intensive practice in short forms and intersections. The material is counted in "tens" and should, of course, be dictated at speeds

higher than normal class speeds to encourage instantaneous response.

**Teach Yourself Shorthand Pitman 2000.** Hodder & Stoughton £3.95. 0 340 37629 5.

Specially compiled by Pitman experts to make self-tuition as simple and stimulating as possible, this book covers the whole of the theory of Pitman 2000, with exercises, in 24 sections, including four "review" sections which aim to consolidate material already covered. A key to the exercises at the back of the book enables students to check their rate of progress. It is also extremely useful for dictation purposes in developing and building up speed, and would be suitable for first or refresher course.

**Basic Phrasing - Pitman 2000 Shorthand.** 0 273 02582 9. **Basic Phrasing - Pitman New Era Shorthand** 02380 2. By B. W. Campbell. Pitman £1.00 each.

*Basic Phrasing* is suitable for all students of Pitman 2000 or New Era who wish to improve their understanding and use of shorthand phrasing, which is essential if dictation at an acceptable speed to an employer is to be achieved. Advanced phrasing will be necessary for high reporting speeds. A key is provided at the back of each book marked out in tens for dictation purposes. It should prove invaluable to anyone wishing to increase their speed rapidly.

Margaret J Harrison

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Croom Helm



## TECHNICAL BOOKS

## Craftmanship

**Design and Realization.** By Adrian Marden. Oxford University Press £5.50. 0 19 832732 3.  
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Susan Ross

## Vocational studies

**Holmes McDougall Pre-Vocational Studies series.** By Matthew Glew and Michael Watters.  
**CPVE - The Introductory Modules** £2.75. 0 7157 2589 0; **Business and Administrative Services** 2590 4; **Technical Services** 2591 2; **Production** 2592 0; **Distribution** 2593 9; **Services to People** 2594 7. £2.50 each. Holmes McDougall.

The Certificate of Pre-Vocational Education attempts to strike a balance between the 10 stipulated core areas such as numeracy, communications and personal and career development and the development of vocational studies. Course tutors need to do this by presenting the core skills through a real, world vocational context which brings to life the different situations in which students have to apply particular skills. This new series provides an interesting way of tackling the Introductory and Exploratory Modules of the CPVE.

The first book contains the five categories of the Introductory Modules. The other books each cover in more detail the particular module at an Exploratory Level. **Business and Administrative Services** looks at industrial and commercial organizations as well as central and local government organizations. The object of this particular section is to show that most of what we buy or the services we use are

controlled by people in offices. The Exploratory book then considers in more detail the jobs carried out by people involved in this vocational area and in particular the external and internal forms of control exercised over organizations.

All the books have useful case studies which contain tasks that relate to the content of the book but can be easily developed into learning outside the classroom. This is a helpful aspect of this series—in part stimulus material, and a sound basis for other work. Another useful characteristic is inclusion of Skill Development statements which accompany each task. These serve a double purpose: first as a means by which the student can monitor his/her own progress and second, as a rationale for the task. The series does not attempt to go any further in assessment which is for the tutor to devise in conjunction with the CPVE requirements.

As an activity-based series, the tasks and modules are supported by good illustrations, clear photographs and excellent cartoons. The text is easily manageable for most students and the layout is generally uncluttered. A welcome addition, therefore, to what is already becoming a long list of CPVE materials.

Richard Evans

## A fine tradition

**Technical Drawing** by James O'Brien. Gill and Macmillan 90 7171 1354.

Although there is considerable emphasis now on design and communication, we should not ignore the fine tradition of draughtsmanship. My heart warms to the author, who can write in his preface "this truly fascinating subject". Here is a complete textbook, not only for today's examinations at 16-plus and 18 but for the potential professional. As well as engineering drawing, building and architectural draughting, the book is full of many interesting examples.

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## Qwerty themes



combines relevant theory and background information with carefully structured practice material. Written for use by both typists and non-typists, it is suitable for students following RSA, LCCI, Pitman, B/TEC, GCSE, SCOTVEC and pre-vocational word and information processing courses.

Worksheets, which may be photocopied, assignments, and past examination questions are provided, along with a useful index. The teacher's manual contains detailed guidance on all exercises and assignments, with a full key and worksheets. Photocopiable OHP masters are provided.

**Word Processing: A Teacher's Guide.** RSA Stage 1. By Rosemary Knight. Pitman £8.95. 273 02605 4.

This book aims to provide teachers with all the up-to-date knowledge required to train students for the new RSA Stage 1 Word Processing examination in which they have introduced a criterion-referenced assessment. The syllabus covers the four major areas needed to produce an efficient word processing operator—proof-reading; accurate inputting and creation of text; editing (using basic editing commands); and the ability to read the screen and sensibly add text where necessary.

Past examination papers are reproduced in full, along with worked examples, marked and graded, by the author. Useful hints and examples of teaching/learning material are included, and a helpful index for quick reference.

**Word Processor Training Guides.** By Anne Clark. Word Instructions 0 273 02252 0. Wordcraft Instructions 0 2253 9. Pitman £2.50 each.

Two useful books of instruction on the use of a BBC microcomputer with View clip and monitor, and a Word-Craft disk. Each book gives full instructions to a new user with helpful diagrams. Suitable for individual learning as well as in class. Students preparing for RSA, LCCI and Pitman examinations will find these guides invaluable.

students for the new RSA Typewriting Skills examination at Stage II. This is a progression from Stage I in an easy-to-follow manner, setting out how each objective could be carried out, and detailing what the examiner will be looking for in the finished work.

Both books include facsimile examination papers and a supply of the RSA-headed stationery as used in the exams, so that students may have realistic practice prior to the examination. This is the first time the RSA have collaborated in writing a textbook for their examinations. Teachers and students should find them invaluable.

**The Five-Hour Keyboarding Course.** By Madeleine Brearley. Penguin £2.50. 0 14 008978 0.

Based on the "anagram" method, it is claimed this book will teach anyone from the age of 12 upwards to type, and on any machine, from the oldest portable manual to the most sophisticated computer keyboard. It will not doubt help the two-finger typist to use all her/his fingers on the correct keys, and it gives a few examples of simple letters and envelope-addressing styles, etc. However, it would take a very diligent student with great perseverance to accomplish this course satisfactorily in five hours. Twelve is considered the norm by most tutors for proficiency on a keyboard of any sort.

**Progressive Audio Typing.** Students' Book. By Sarah C. Wareing. Chambers £3.50. 0 550 75300 1.

This book, along with the teacher's manual and accompanying tapes, will introduce the proficient typing student to audio-typing. It contains detailed instructions for each stage of the course from the first lesson through to intermediate examination level. The main points of typewriting theory are covered. There are special sections on spelling and punctuation which are of particular importance to an audio-typist. Practice material includes business assignments and a specimen RSA II paper. Keys to exercises are given and there is a useful index for quick reference.

**Word Processing in Practice - Book 1: Beginners' Course.** By Clare Lee. Oxford University Press £4.95. 0 19 832733 1. Teacher's Manual £5.95. 832741 2.

This is an introduction to the essential aspects of word processing, the system operation, with useful diagrams, document display and editing functions. It

## CHILDREN'S LITERATURE

**Summers of the Wild Rose.** By Rosemary Harris. Faber £6.95. 0 571 14702 X.  
**Fräulein Gump.** By Pam Conrad. Oxford £6.95. 0 19 2715 704.  
**The Fighting Man.** By David Johnston. Methuen £6.95. 0 416 96960 7.

Reluctantly enlisted to disavow her niece from an "unsuitable" association, Nell, in *Summers of the Wild Rose*, sympathetically recalls her own ill-fated attachment at 17. The book becomes a flashback to 1937 when she attended a young musicians' festival. Though Rosemary Harris's setting is not Salzburg but Innsbruck, there are strong echoes of *The Sound of Music*. The Nazi cloud is already dark over the frontier, but the schoolgirl is brought face to face with grimmer realities than those depicted upon the Julie Andrews entertainment.

Nell falls in love with Franz, one of the local competitors. But he is half Jewish and his father is aware of the growing anti-Semitism, first in the

Judges' bias, then in the beating up of her new friend by the local Nazis. As her love deepens so does the shadow over her future. Then, fatally, on a brief excursion to hear Wagner at Bayreuth, Nell's English-rose beauty attracts the personal notice of Hitler—and who, remembering Unity Mitford, can dismiss the fiction as implausible? Franz sees the resulting press photographs with horrified disgust and the misunderstanding shatters their love. Only 30 years later is a happy ending achieved, but by a coincidence which (much as the readers may long to suspend their disbelief) is hard to accept.

This is, however, a riveting story, full of suspense, vivid characters and lively dialogue. Perhaps the latter is unduly peppered with German phrases, somewhat excluding to a child who has not learnt the language, and too frequently distorted with inverted word-order to suggest the foreign original.

Simple, but deeply felt, *Fräulein Gump* takes us into the early Nazi era of Willie Cathers. Pam Conrad's conscientious research is imbued with imaginative sympathy. In this harsh solitude there are no trees and therefore no wood. Louisa, eager, wistful and bursting with curiosity, lives with her younger brother, the inarticulate Lester, in a "soddy" or dirt-built house, without planks for a

floor or rafters overhead. For fuel they must collect dried buffalo droppings. There are few neighbours, no school, no medical help—until Dr Berryman imprudently comes west from New York with a cultured, wife utterly unsuited to the conditions; so that in the end he has brought more problems than assistance to the community. Winter, human tensions, childbirth, and the advent of a storm: alluring, though actually harmless, Indians keep up a strong interest.

Turf roots figure also in David Johnston's arresting prologue—but they cover starving Irish peasants in 1845 until they are torn off by soldiers after an attempt on the life of the land agent. Sickened, the idealistic Lieutenant Condon quits the army, becomes a Fenian and is eventually a "wanted man" in England, his danger only "doubled" when, after a long period, disillusionment with violence causes him to drop out of the movement. After all this, condensed into a single chapter, the setting shifts to his native Somerset, and the point of view to that of the miller's son, Finn Hagan, who turns out to have been fathered by Condon. So what promised to be a highly relevant story of Victorian Ireland turns into something very different. There is good stuff in the book, and power, but it is sadly flawed in construction. **Geoffrey Thorne**

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**Croom Helm**











## MEDIA

## Drug culture

CONTINUING EDUCATION  
Dealing with Drugs  
BBC Radio 4VHF  
Sundays 4.00pm.

If you are not a drug expert, but are likely to come across pupils or clients with drug problems in the normal course of your work, you should tune in to *Dealing with Drugs*. The first of the six programmes was excellent, and if the other five match up to it, teachers, social workers, health service workers – and indeed parents, too – should feel much clearer about the whole topic.

To complement these programmes, Annas Dixon, a social worker with many years of experience in handling drug problems and training others, has written an admirable, lucid, down to earth book under the same title (BBC Books, £7.95), which reinforces and elaborates the points made on air. Chapters particularly useful to teachers are those on solvent abuse, adolescents (who, she points out, tend to use drugs rather than abuse them), and prevention. It is well worth buying, unless you are an avid note taker during radio broadcasts.

Presenter Peter Evans starts with the assumption that the listeners have basic counselling skills, and proceeds to show how a detailed knowledge of drugs is not necessary to help a client or pupil. He rapidly builds up the confidence of those who, like the women's refuge workers quoted, tended to look upon drug addicts as weirdos of one sort or another and "different from us".

BBC Publications also has available now an audiocassette and small booklet based on the TV and radio series *When in Spain*. The booklet is delightfully crammed with beautifully produced illustrations, useful general information about Spain, heavy print which makes the Spanish leap to the eye, just enough explanation, and simple practice techniques. The booklet consists of 15 *raciones*, the tape of each one running for about five minutes. The Spanish presenter takes the studio voice of a narrator who not only speaks to the listener but prompts responses from the contributors by asking the leading questions. This dual role could be confusing unless students are prepared for it. Also some of the opinions expressed, for example on Basque and Catalan attitudes to regional questions, are certainly contentious, and students would need again to be well prepared before listening to the programmes. I understand that teachers' notes and the scripts will be available, and should be invaluable in this respect.

It is not easy for teachers to find ready-made conversations dealing with these kinds of topics – and they are certainly needed in view of the changing content of A level study. Schools without the benefit of Spanish assistants or native Spanish staff will find these tapes useful as a basis for developing conversationally a topic already studied.

Through interviews with workers in the field, Mr Evans shows that the heroin addict depicted on DHSS posters is a very extreme case, and that you find drug users in all walks of life, and often not in need of help. He points out that most of us use drugs, such as coffee, tobacco and alcohol, and think it perfectly normal.

Several key messages are emphasized: first, "never feel that you don't have something to offer", closely related to "don't panic, and rush off for help from others". However, later on there is the equally important message to set realistic goals and not to give up if the client has a relapse. Long-term support is essential and relapse often forms part of the process.

Different drugs are described in terms of their effects on the body, but it is pointed out that there is no need to have expert knowledge of the drugs, or users' slang (which is frequently very local and transient) to help. The various ways drugs can be taken, and the variation in their use, are briefly mentioned, as much to reassure the listener that it is all right not to know all this, as to provide detailed information.

The later programmes go on to interventions, long-term problems, risks of infection, including AIDS, and pregnancy. They should do much to dispel the myths surrounding drug addiction, and cover a lot of the groundwork that is normally provided in training sessions, thus leaving more time for group work activities.

Fanny Mitchell



## OFF AIR

THE INDEPENDENT Broadcasting Authority has ordered a cut in Yorkshire Television's forthcoming programme about AIDS, to be previewed next week on these pages and shown on ITV Schools on June 22. The programme is the first on the subject to be made specifically for use in schools.

The sequence the IBA objected to showed the correct way to put on a condom, using a technique of animation which traces images from "the action" photography, combining authentically without too much graphic detail. It was to appear at the end of Yorkshire's drama documentary aimed at the over-16 age range, and was in the context of a story highlighting the importance of responsibility in personal relationships, and the threat of AIDS to those having unsafe sex. It was to be introduced by a girl saying, "I don't always go all the way – but if I do I'll make sure he's wearing one of these..."

An IBA spokesman said: "We feel that it is unnecessary to have something as explicit as this within a programme for young people."

Asca's *The Education Programme* claims to have won the great TV education magazine race, achieving audiences around the million mark, and coming back for another term after its last programme on July 10. Channel 4's *Education Extra*, meanwhile, whose run of eight programmes finished in March, had ratings of around 300,000. There are no plans for a further series.

Tonight's edition of *The Education Programme* (7.30pm BBC2) looks at Education for Enterprise, and promotes an alternative view to the accepted one that business simulation is a good thing. Asca's Teacher trainer and co-head Maurice Holt argues that it is another bandwagon, and one that doesn't guarantee good results.

Next week's programme looks at pre-school education, with a rundown of all the options available (play school, play group, nursery school).

If you're a modern languages teacher in adult education, you may be able to help your students get to the country whose language they are studying, courtesy of BBC Continuing Education's bursary scheme.

Language students who use next year's TV and radio programmes for beginners' Portuguese, beginner's Spanish or third-level German are invited, at the end of their course of study at an accredited adult education centre, to take an assessment. ("Not an examination," stresses the BBC.)

High scorers are asked to say why they might benefit from a visit to the appropriate country. The bursaries and studentships are supplied by the countries' embassies. Last year, a student got an award to spend four weeks at the University of Salamanca.

The BBC says that that those awarded won't necessarily have the very best assessments. The idea is to reward the efforts of genuinely self-motivated beginners.

The next scheme starts next academic year, assessments take place in spring 1988, successful students are selected in the autumn of that year, so that award winners can set off in the spring or summer of 1989. Full details of the scheme as it affects students of Portuguese, including a list of the growing number of centres offering Portuguese teaching, from: Discover Portuguese, PO Box 7, London W3 6XJ. Other details from Neil Barnes, BBC, Villiers House, The Broadway, London W5 2FA.

Nick Baker



Hugh David



## Spanish inquisition

Julie Brooks listens to conversations

SCHOOL RADIO  
Advanced Level Spanish  
BBC Radio 4VHF  
Wednesdays-Fridays, 00.30am.  
CONTINUING EDUCATION  
When in Spain  
BBC TV and radio, April-May  
Audiocassette £3.95 and booklet £2.50 from BBC Publications.

A sneak preview of the new School Radio Spanish series reveals a range of topics likely to be of general interest to A level students wishing to brush up on their conversational Spanish. The programmes tackle *España actual*, *Regionalismo*, *Tiempo libre*, *la Enseñanza*, *el Mundo del Trabajo*, and also give some readings from Spanish literature.

The voices are varied and include some with regional accents. Although authentic interview responses form the major part of non-literary programmes, they are linked together by the studio voice of a narrator who not only speaks to the listener but prompts responses from the contributors by asking the leading questions. This dual role could be confusing unless students are prepared for it. Also some of the opinions expressed, for example on Basque and Catalan attitudes to regional questions, are certainly contentious, and students would need again to be well prepared before listening to the programmes. I understand that teachers' notes and the scripts will be available, and should be invaluable in this respect.

It is not easy for teachers to find ready-made conversations dealing with these kinds of topics – and they are certainly needed in view of the changing content of A level study. Schools without the benefit of Spanish assistants or native Spanish staff will find these tapes useful as a basis for developing conversationally a topic already studied.

Given that opportunities to offer our students a taste of real Spanish are rare enough, it does seem a pity that the conversations themselves are not completely "authentic", and students may find them stilted rather than realistic. I feel, however, they may be glad that the natural pace of Spanish is slowed down a little. Teachers will certainly find a treatment of these topics useful.

BBC Publications also has available now an audiocassette and small booklet based on the TV and radio series *When in Spain*. The booklet is delightfully crammed with beautifully produced illustrations, useful general information about Spain, heavy print which makes the Spanish leap to the eye, just enough explanation, and simple practice techniques. The booklet consists of 15 *raciones*, the tape of each one running for about five minutes. The Spanish presenter takes the studio voice of a narrator who not only speaks to the listener but prompts responses from the contributors by asking the leading questions. This dual role could be confusing unless students are prepared for it. Also some of the opinions expressed, for example on Basque and Catalan attitudes to regional questions, are certainly contentious, and students would need again to be well prepared before listening to the programmes. I understand that teachers' notes and the scripts will be available, and should be invaluable in this respect.

There is more Spanish too to be transmitted on June 15 and 16 night time: *Help Yourself: Business and Practical Spanish*.



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## Wickedly fresh

CHILDREN'S TELEVISION  
It's Wicked!  
BBC1, Saturdays 9.00am.  
Get Fresh  
ITV, Saturdays 9.25am.

The Battle for Westminster might be over, but another fight is only just beginning – and this time too both sides are hotly pursuing the youth vote. Right now the volatile teen-audience is being wooed by ITV.

The first shots were fired on Tuesday when ITV unveiled *The Roxy*. By *Teens* Television, out of *The Tube*, the new show is the independent latest attempt to lure the serious pop fan away from *Top of the Pops*. It might succeed, although there have been problems over the initial decision to schedule it not against *Top of the Pops* but back-to-back with the Tuesday episode of *ITV's* ratings-winner, *EastEnders*. At the last count, four stations have scheduled it in their areas to avoid a head-on clash.

Every yuppie will have had the launch of *The Roxy* pencilled into his or her diary, but what of the younger end of the market? Their company is most actively sought in the Saturday morning slot. And while Mike Read and the staff of his BBC1 *SuperStar* and the inhabitants of *ITV's* *No.73* take their summer holidays, *ITV's* *Teens* and *ITV's* *Get Fresh* are being introduced to the market.

Both shows are exactly what their names imply. It is wicked that the BBC can get away with a sprawling, undisciplined amalgam of games, pop, cartoons and poor presentation – and go on to justify its existence by having a screen-convention which says that it is only what two overweight teenagers see as they flick channels in a borrowed flat. The only consolation is that real teenagers will also be driven to channel-hopping and thus discover the delights of *Pets in Peril* on Channel 4, some choice OU offerings on BBC2, and *ITV's* much-improved *Get Fresh*.

Despite a few gruesome moments (a team game called "Get Mucky" that is outside broadcast really has got a lot fresher than it was last year, Sound levels are under control, the crowds better controlled, and week-by-week host Gai. To emerge as one of the most fluent and naturally engaging presenters on children's television, more street cred than and street cred than *It's Wicked's* barely comprehensible Jake Abraham.

Round one to *ITV*, then. The advertisers certainly seem happy enough and, who knows, *Teens* may even have been tempted to employ *Top of the Pops* as a front-man. In the event, they settled on the ubiquitous David "Kid" Jensen. Whether he will be any more successful than Mr Kinnock in mobilizing the youth vote will become clear over the next few weeks.

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SOUTHGATE INFANT SCHOOL  
Reading Rd, Woodley,  
Reading RG5 5JG  
(0118) 555555  
Required September 1987, a teacher to join a team of 3 teachers and 2 nursery nurses in our open planned unit. Nursery training and/or experience essential. Please telephone Head to arrange a visit. Letter of application, c.v. and names and addresses of two referees. Closing date: 26th June 1987. Successful applicant will enjoy the benefits of being closely involved in all main school activities. Applications from new teachers welcome. (145594) 100026

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Nursery Unit, Milton Keynes MK1 1LH  
Headteacher: Mrs P. York  
Required for September 1987, a teacher to join a team of 3 teachers and 2 nursery nurses in our open planned unit. Nursery training and/or experience essential. Please telephone Head to arrange a visit. Letter of application, c.v. and names and addresses of two referees. Closing date: 26th June 1987. Successful applicant will enjoy the benefits of being closely involved in all main school activities. Applications from new teachers welcome. (145594) 100026

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EARLING  
LONDON BOROUGH  
EDUCATION SERVICE  
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Oldfield Lane, South, London SE16 5JG  
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Required for September, an experienced Nursery teacher to be responsible for the Head and should be able to work closely with the Head and curriculum staff as possible. (145594) 100026

HERTFORDSHIRE  
BOVINGTON INFANTS SCHOOL  
St. Lawrence Close, Bovington, Hemel Hempstead HP24 2JG  
Required for September, a Nursery Teacher for this Head and should be able to work closely with the Head and curriculum staff as possible. (145594) 100026

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# SURREY COUNTY COUNCIL

- \* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
- \* Temporary housing may be available.
- \* Generous relocation expenses in approved cases.

## HEADSHIPS

**FRIMLEY C OF E MIDDLE SCHOOL**  
Frimley Green, Camberley, GU16 6ND  
(Estimated NOR for January 1988) 240  
HEADTEACHER required from January 1988 for this Group 4 school which caters for pupils aged 8-12 years.

Salary Scale: £14,859 - £15,588 pa

Application forms and further details from the NW Area Education Officer, 11 Moore, 9 Heathside Road, Woking, Surrey GU24 7EU. (SAE please).  
Closing Date: 26 June 1987.

**POYLE COUNTY FIRST SCHOOL**  
Raymond Close, Colnbrook, Bucks SL3 0PR  
(Estimated NOR for January 1988) 47  
HEADTEACHER required from January 1988 for this Group 1 First school for pupils aged 5-8 years.

Salary Scale: £13,227 - £13,848 pa

Application forms and further details from the North East Area Education Officer, 7 Monument Hill, Weybridge, Surrey KT13 8RZ (SAE please).

Closing date 26th June 1987.  
14773

Re-advertisement  
**CHURCHFIELDS PRIMARY SCHOOL**,  
Churchfields Road, Beckenham, Kent BR3 4QR.  
Tel: 01-850 5247

## HEADTEACHER

Group 5

Applications are invited from suitably qualified and experienced candidates. Post tenable from 1st January 1988.  
The present school was built in 1890 as two separate schools. A new purpose-built Primary School is due to be opened in Spring 1989.  
The new premises will provide a 1½ form entry, 330 places Mixed Junior and Infant School with provision for Special Opportunity classes for approximately 40 pupils (370 in total). Additionally, nursery facilities will be provided for the equivalent of 25 full-time places.  
The site for the new school is a short distance from the existing premises. It is about 4 acres in size and will include a playing field.

Application forms and further details available from/returnable to the Director of Education, Town Hall, Trowse Road, Bromley BR1 1SB; by 25th June, 1987.



THE LONDON BOROUGH

## HEADTEACHERS

Required January 1988

**ALTON PARK COUNTY JUNIOR SCHOOL**  
(Group 6)  
Alton Park Road,  
Clacton on Sea.

**LITTLE CLACTON ENGINES COUNTY PRIMARY SCHOOL** (Group 3)  
St. Oystin's Road,  
Little Clacton,  
Clacton.

**QUARRY HILL COUNTY INFANTS SCHOOL**  
(Group 3) L.F.A. £308 p.a. + S.P.A. £201 p.a.)  
Dell Road,  
Grays.

Removal and relocation expenses of c.£4,000 are available for those who qualify.  
Please send completed S.A.E. for form and details to: County Education Officer, P.O. Box 47, Thredneedle House, Market Road, Chelmsford, Essex CM1 1LD.  
Closing date 5 July 1987.



# PRIMARY HEADSHIPS CONTINUED

Applications are invited from appropriately qualified and experienced teachers for the post of

## HEAD TEACHER

of  
**ST. MICHAEL'S C.E. PRIMARY  
(AIDED) SCHOOL**

Applicants should be practising Christians preferably of the Anglican tradition. Appointment to commence 1st January 1988.

Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent DA1 4EN, to whom they should be returned by 6th July 1987. Provision of temporary housing accommodation may be available.

LONDON BOROUGH OF MERTON  
EDUCATION COMMITTEE

## GROUP 5 HEADTEACHER

**SHERWOOD PRIMARY SCHOOL (5-9 years)**  
Abbotts Road, Mitcham, Surrey CR4 1JS  
(No. on roll 301)

Applications are invited from suitably qualified, experienced and enthusiastic teachers for the headship of the above school from 1st January, 1988.

Inner London Allowance of £1,215 payable.

Relocation and interview expenses.

Small friendly Borough well placed for access to the capital and the countryside.

Support of energetic team of professional staff committed to INSET.

For an application form and further details please contact the Director of Education and Recreation, Crown House, London Road, Morden, Surrey SM4 6DX (telephone: 01-845 3284).

MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER.  
All applications will be considered on their merits.

## Readvertisement HEAD

Required for  
**Homefield Voluntary Controlled First  
School, Bradwell, Nr. Great Yarmouth  
(Group 4).**

Previous applicants will be automatically reconsidered.

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date for applications 26th June 1987.



## HEADTEACHER

**St. Peter's C.E. (Aided) School,  
Cowfold, Horsham.**  
(Group 2, 71 on roll; Age range 5-11)

Required January 1988 for this Infant and Junior School which is situated in a pleasant location north of the South Downs.

Applicants should be communicant members of the Church of England, prepared to take an active part in the life of the village.

Details and application form from Area Education Officer, 15 Mill Road, Worthing, West Sussex BN11 4JH, on receipt of s.a.e.  
Closing date 10th July 1987.

## west sussex



**WEST  
GLAMORGAN  
County Council**

## EDUCATION DEPARTMENT PRIMARY HEADSHIP

Applications are invited for the following post to commence as soon as possible.

**Rhiwfaur Primary School, Rhiwfaur Road,  
Rhiwfaur, Swansea SA9 2RF.**  
(Mixed) (28+ Nursery on Roll) (Age range 3-11).

HEADTEACHER for this group 1 School.  
This is a re-advertisement. (Post Ref: 1.18.87).

Application forms and further particulars for the above post are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN.

The CLOSING DATE for receipt of completed applications is THURSDAY, 25th June, 1987.  
JOHN BEALE  
DIRECTOR OF EDUCATION

**Bow County Primary School**  
Bow, Crediton, EX17 6HS. (Roll 77)

Headteacher - Group 2  
currently £13,719-£14,337

Required January 1988. Application forms and further details from Area Education Officer, Morwenston, 7 Barnfield Crescent, Exeter, EX1 1SU. Closing date 26 June 1987.



**DIOCESE OF HALLAM  
DERBYSHIRE COUNTY COUNCIL**

Suitably qualified committed Catholic Teacher required for the post of:

## HEAD

**St. Mary's RC Primary School, Cross Street,  
Chesterfield, Derbyshire, S40 4ST.**

Group 6: 417 pupils on roll.

This school is centrally situated and serves the three parishes in the town.

Application forms from the Chairman of Governors, Mgr S Sullivan, 2 Spencer Street, Chesterfield, S40 4SD to whom they are to be returned by 3 July 1987.

## PRIMARY HEADSHIPS

continued

### BUCKINGHAMSHIRE COUNTY COUNCIL

**UPPOUR COURT C.E. SCHOOL**  
First School.  
Canons Road, Bletchley, Bucks.  
Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER for this Group 4 Primary School with 55 pupils on roll. Age range 5-11 years.  
Previous applications will remain in consideration.  
Applications forms and further details can be obtained from the County Education Officer (Ref: 88W/G/1), County Education Office, County Hall, Worcester WR1 3AG on receipt of a foolscap S.A.E.  
Closing date 26th June 1987. (26157) 110010

### CAMBRIDGESHIRE HUNTINGDON AREA

**STILTON C.E. SCHOOL**  
Church Street, Stilton.  
Peterborough PE7 3R.  
Applications are invited for the Headship of this Group 4 Infant School from January 1988.  
Application forms and further details from the Senior Area Education Officer, Deaseley House, Prince Street, Huntingdon PE18 6NS. Closing date 30 June 1987. (26157) 110010

### DORSET

**HILLVIEW JUNIOR SCHOOL**  
Hillview Road, Bournemouth.  
BH10 5SD.  
(Age range 5-11).  
Required January 1988.  
Headteacher - Group 4.  
Details and application forms from the County Education Officer, Portman House, Chichester Hill, Bournemouth BH1 2ER, on receipt of s.a.e. (26157) 110010

### DORSET

**DURVESTON CE (AIDED) FIRST SCHOOL**  
Durveston, Blandford.  
(Group 2).  
HEADTEACHER required from January 1988.  
Applications forms, returnable by 3rd July, and further details from the Education Officer, County Hall, Dorchester DT1 1XJ (foolscap s.a.e.). (26157) 110010

### HAMPSHIRE

**NEW MILTON COUNTY JUNIOR SCHOOL**  
Milton Road, New Milton.  
BH25 3JL.  
HEADTEACHER - Group 6.  
Required January 1988.  
Applications forms and further details from the Area Education Officer, 132 Windmill Street, Bournemouth BH1 2ER, on receipt of s.a.e. (26157) 110010

### HAMPSHIRE

**COUNTY COUNCIL**  
**WIMBORNE C.E. PRIMARY SCHOOL**  
Charter Avenue, Wimborne.  
Dorset BH21 3JL.  
HEADTEACHER.  
Required January 1988.  
Applications forms and further details from the Area Education Officer, Sun Alliance House, 11, White Street, Basingstoke, Hants. RG21 1JU.  
Closing date for completed applications 26th June 1987.  
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (26157) 110010

### HAMPSHIRE

**COUNTY COUNCIL**  
**ANDOVER C.E. (Cont.) PRIMARY SCHOOL**  
Ash Grove, Kingsclere.  
Newbury RG16 8PF.  
Required January 1988.  
HEADTEACHER.  
S.A.E. for application form and further details from the Area Education Officer, Sun Alliance House, 11, White Street, Basingstoke, Hants. RG21 1JU.  
Closing date for completed applications 26th June 1987.  
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (26157) 110010

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Newbury RG16 8PF.  
Required January 1988.  
HEADTEACHER.  
S.A.E. for application form and further details from the Area Education Officer, Sun Alliance House, 11, White Street, Basingstoke, Hants. RG21 1JU.  
Closing date for completed applications 26th June 1987.  
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**HERTFORD  
AND WORCESTER  
COUNTY COUNCIL**  
**MARDEN PRIMARY  
SCHOOL**  
Hereford HR1 3EW  
RE-ADVERTISEMENT

Required from 1st January 1988. Headteacher for this Group 4 Primary School with 55 pupils on roll. Age range 5-11 years.

Previous applications will remain in consideration.  
Applications forms and further details can be obtained from the County Education Officer (Ref: 88W/G/1), County Education Office, County Hall, Worcester WR1 3AG on receipt of a foolscap S.A.E.  
Closing date 26th June 1987. (26157) 110010

**HERTFORDSHIRE**  
**EAST HERTS**  
**TWIN COWPER ENDOWED**  
**JUNIOR AIDED JMI**  
**SCHOOL**  
Canons Meadow, Twin, Welwyn Hatfield.  
Group 5. Number on Roll 124.  
Applications are invited from suitably qualified and experienced teachers for the post of HEADSHIP of this well supported school for January 1988 or earlier if possible.

The school is situated in attractive surroundings, with easy reach of central London and the M1.  
For teachers moving into the County a generous relocation scheme is available.  
Application forms and further details can be obtained from The Divisional Education Officer, County Hall, Hertford SG13 8BQ (s.a.e. please).  
Closing date for applications: Monday 22nd June 1987. (26157) 110010

**NORTHAMPTONSHIRE**  
**WELLINGBOROUGH**  
**RUSKIN JUNIOR SCHOOL**  
Ruskin Avenue,  
Wellingborough.  
Northants. NN8 3EG  
APPOINTMENT OF  
HEADTEACHER Group 4

Required for January 1988 or earlier if possible, an enthusiastic and able teacher as Head of this established junior school in Wellingborough.

Closing date 26th June, 1987.  
Details and application forms (s.a.e.) can be obtained from the County Education Officer (Ref: 88W/G/1), Northampton NN1 2BX.  
Northamptonshire welcomes applications from people regardless of disability, marital status, race or sex. (24747) 110010

**ST. HELENS**  
**METROPOLITAN BOROUGH**  
**OF ST. HELENS**  
**COMMUNITY EDUCATION**  
**DEPARTMENT**  
**HEAD TEACHER**  
**Group 3**  
**EARLESTOWN DISTRICT**  
**C.E. INFANTS' SCHOOL**  
100 on roll

Applications to be returned to the Personnel Officer as soon as possible.  
For application form and further particulars please contact the Personnel Officer, St. Helens Town Hall, St. Helens, Merseyside WA10 1JH or Tel: 01524 33139 or St. Helens 24061. Ext. 2073/2074.  
As part of the Council's Equal Opportunity Policy, applications are welcome from people regardless of disability, marital status, race or sex. (24747) 110010

**ST. HELENS**  
**METROPOLITAN BOROUGH**  
**OF ST. HELENS**  
**COMMUNITY EDUCATION**  
**DEPARTMENT**  
**HEAD TEACHER**  
**Group 3**  
**EARLESTOWN DISTRICT**  
**C.E. INFANTS' SCHOOL**  
100 on roll

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As part of the Council's Equal Opportunity Policy, applications are welcome from people regardless of disability, marital status, race or sex. (24747) 110010

# Come and teach in Kent

## HEADSHIPS

**NORTH WEST KENT AREA**  
**Cobham County Primary School, Group 3**  
School Roll: 123 (Summer Term 1987)

Required for January 1988, for Cobham County Primary School. The School is situated in a pleasant village about three miles south of Gravesend.  
Closing date: 29th June 1987.  
The Authority operates a generous disturbance allowance scheme.  
Possibility of help with temporary housing in approved cases.

**Sedleys C.E. (Controlled) Primary School, Group 1**  
School Roll: 49 (Summer Term 1987)

Required for January 1988, for Sedleys Primary School. The School is situated in the pleasant village of Southfleet about four miles south west of the centre of Gravesend.  
Further details and application forms for both above posts from: The Area Education Officer, 132 Windmill Street, Gravesend, Kent (enclosing a stamped addressed envelope).  
Closing date: 6th July 1987.  
The Authority operates a generous disturbance allowance scheme.  
Possibility of help with temporary housing in approved cases.

**St. Anselm's R.C. Primary School, Temple Hill, Dartford.**

Practising Catholics required for this Group IV School in a developing parish for 1988 or earlier if possible.  
Vacancy due to promotion of present Head. (London Fringe Allowance). Catholic Teacher's Certificate essential.  
Application by letter in the first place to Fr J Smith, The Presbytery, St. Vincent's, Temple Hill, Dartford, Kent.  
Closing date: 29th June 1987.  
Possibility of help with temporary housing in approved cases.

**NORTH KENT AREA**  
**Gillingham, Arden County Junior School.**  
Group 5. Age Range 7-11. Current roll 226.

Re-Advertisement. Required January 1988.  
Applications are invited from well-qualified and experienced candidates for this school which is situated in an urban area of Gillingham.  
Assistance is available with removal and other related expenses in approved circumstances.  
Previous applicants will automatically be reconsidered unless they advise the Area Education Officer to the contrary.

**Hartlip Endowed C.E. Primary School (Aided), Hartlip, Sittingbourne, Kent.**  
Group 2. Age Range 5-11.

Re-advertisement. Required January 1988.  
Applications are invited from well-qualified and experienced candidates for this Primary School (Current Roll 79) situated in a pleasant rural area between Sittingbourne and the Medway Towns. The Governors are seeking to appoint a communicant member of the Church of England.  
Assistance is available with removal and other related expenses in approved circumstances.  
Previous applicants will automatically be reconsidered unless they advise the Area Education Officer to the contrary.

**Newington C.E. Primary School (Controlled)**  
Group 4. Roll: 139 (Spring Term 1988)

Required January 1988.  
This vacancy occurs following the appointment of the present Headteacher to another post in Kent.  
Applications are now invited for this Junior and Infant Primary School (age range 5-11) situated in a rural area to the west of Sittingbourne.  
Assistance is available with removal and other related expenses in approved circumstances.  
Application form and further details for above 3 posts from the Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent ME4 4JE, to whom they should be returned by 26th June 1987.

## DEPUTY HEADSHIPS

**NORTH KENT AREA**  
**New County Primary School In Kingfisher Drive, Chatham, Group 4 (Age Range 5-11).**

Re-advertisement.  
Required January 1988 for this new 2 form-entry school, the first instalment of which is due for completion in August 1987. The school is situated in an area of rapid housing development in the Warden area to the South of the Medway Towns.  
Application form and further details available from the Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent ME4 4JE, to whom they should be returned by 26th June 1987.  
Previous applicants will automatically be reconsidered unless they advise the Area Education Officer to the contrary.

## SCALE 2 AND ABOVE

**NORTH KENT AREA**  
**Chatham, Wayfield C.P. Infant School,**  
Wayfield Road, Chatham, Kent.

Required for January 1988, an enthusiastic and experienced teacher for Scale 2 post with special responsibility for Science and Environmental Studies. Visits welcome.

## EAST KENT AREA

**Foreland School, Lanthorne Road, Broadstairs, Kent.**

Required for Sept 1987, enthusiastic and energetic teacher (Scale 2B) primary or middle school experience for developing dept. for children with emotional and behavioural difficulties and associated learning problems. Dept. aims to provide a stimulating base for group of primary children prior to reintegration to mainstream school. Particularly interesting to anyone wanting to work positively and systematically with families, schools and support services. An informal visit is encouraged.  
This is a re-advertisement and previous applicants need not re-apply.

## MID KENT AREA

**Bellwood C.P. School (Junior Dept), Brightham Lane, Park Wood, Maidstone ME15 9JR. Tel. (0622) 54888**

Required Sept 87, enthusiastic Teachers able to offer either Boys' Games/Computers/Resources. Scale 2 available.  
Apply as soon as possible.

**South Borough C.P. Junior School, Loose Road, Maidstone ME15 6TL.**  
Roll: 430 pupils

An enthusiastic and experienced Teacher Scale 3 for Sept 87/Jan 88 for the development and co-ordination of Language, Reading and Drama throughout school. Application form and further details from Headteacher. Tel. (0622) 52161

## SOUTH KENT AREA

**Charing C.E. Aided Primary School, Charing, Ashford TN27 0JN.**

Required for January 1988, assistant teacher, Scale 2. An experienced infant teacher for Reception Class to offer a creative input to the music side of the curriculum.  
Apply naming two referees.

**Sholden C.E.P. (Aided) School, London Road, Sholden, Deal CT16 0AB.**

Required for September 1987 or January 1988, enthusiastic teacher for Reception and Lower Infant class. Please state curriculum interests. Scale 2 post available for suitable applicant. Applicants should be in sympathy with the teaching of the Church of England.  
Closing date: 26th June 1987.

**St. Martin's C.P. School, Markland Road, Dover CT17 9LY.**

Required for September 1987 an experienced teacher for 2/3 year Junior class. Ability to play the piano essential. Scale 2 post for suitable applicant, ability to offer French would be advantageous. Visits to the school welcome. Telephone (0304) 208620.



## SCALE 1

**NORTH WEST KENT AREA**  
**Our Lady's R.C. Primary School, King Edward Avenue, Dartford, Kent DA1 2HX.**

Required for September 1987, assistant teacher for Boys Games. Scale 2 available for suitable candidate. Practising Roman Catholic preferred.  
Possibility of help with temporary housing in approved cases.

**St. Anselm's R.C. Primary School, Temple Hill, Dartford.**

Teacher required for September 1987 if possible, probationer teacher would be considered. Vacancy due to promotion.  
Applications by letter in the first place stating abilities, interests and experience to Fr J Smith, The Presbytery, St. Vincent's, Temple Hill, Dartford, Kent.  
Catholic Teacher's Certificate preferred.  
Closing date: 29th June 1987.  
Possibility of help with temporary housing in approved cases.

## NORTH KENT AREA

**Bapchild and Tonge C.E. Primary (Aided), Avery Way, Allhallows, Rochester ME3 9HR.**  
Required for September 1987, Teacher to take a Lower Junior Class. Applications from newly qualified teachers welcome.  
Apply by the 30th June 1987.

**Gillingham, Miers Court C.P. School, Silver Spot Close, Rainham, ME8 9JR.**

Required for September, 1987, Teacher for Lower Juniors initially.

**Sittingbourne, The Oaks Infants' School, Gore Court Road, Sittingbourne ME10 1QL.**

Required for September 1987, Teacher for this School with Nursery Class. Applications requested from lively, well motivated teachers, including new entrants to the profession to join a hard working team. Vacancy initially for a class of 'Middle' Infants, but flexibility necessary. Please contact school for informal visit. Apply with names/address of two referees.

**Minster-in-Sheppey C.P. School, Brecon Chase, Minster, Sheerness ME12 2HX.**

Required from September 1987, enthusiastic Infant teacher required.  
Applications invited from experienced and newly qualified teachers.

## WEST KENT AREA

**Tunbridge Wells St. James' C.E. Junior School, Sandrock Road, Tunbridge Wells, Kent TN2 3PR.**

Required for September, 1987, two enthusiastic teachers for lower juniors. One vacancy is a temporary appointment for one year only.

**Westerham C.E. (Con) Primary School (Junior and Infants), London Road, Westerham TN16 1DP.**

Required for September 1987, an enthusiastic teacher willing to participate fully in all school activities, required for Middle Juniors. Scale 1 with possibility of Scale 2 for suitably qualified applicant. Music and/or Girls' Games an advantage. Please apply stating special interests. Visits to the school welcome.

**MID KENT AREA**  
**All Saints' C.E. Primary School, College Road, Maidstone ME15 6YH.**

Required September 1987 Teacher for Reception Class. Apply with cv and two referees.

**St. James' C.P. Infants School, Chapman Way, East Malling, Maidstone ME19 6SD.**

Enthusiastic, committed teacher with some experience of special needs essential. Apply with cv and two referees.

## SOUTH KENT AREA











**COUNCIL  
HEAD COUNTY  
ED SCHOOL**

Chief, K. C. Gorman  
Teacher required 1  
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**County and  
Schools**

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3000 ext. 3147.  
\$87. (1477)

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n Road, London  
permanent posts.

London Allowance £1215 payable. Removal Expenses – 100% Inapproved cases for permanent p

*Haringey is an equal opportunity employer. We wish Haringey teaching staff to reflect the rich diversity of the local community.*

*Applications are invited for the above vacancies. Unless otherwise stated, application forms and further details may be obtained (a.e. please) from Chief Education Officer, 48 Station Road, London N22 4TY and should be returned to this address.*

*London Allowance £1215 payable. Removal Expenses – 100% approved cases for permanent posts.*



## PRIMARY TEACHERS

After mums and dads, probably the most influential figure in a young person's life.



Here in Enfield we recognise the central role that a teacher plays in a child's development. We recognise, too, the importance of the job satisfaction of our teachers. Which is why we support them with one of the best in-service programmes around, both in the school and authority setting.

Dul, apart from job satisfaction, there are other pleasures in working in Enfield. Because here you'll find the best combination of city and suburban living: a pleasant outer London borough with easy access to the bright lights yet only a stone's throw from the rolling Hertfordshire countryside. There's something for everyone here, plus the fact that we're only a few miles from the M25 - with its motorway links to just about every corner of the country. And there's a lively informal Teachers' Centre - offering a wide range of educational, social and leisure activities. Part-time and job share opportunities may be available.

ENFIELD for greater job satisfaction.

Get on to Diane Humphrey on 01-365 8370. You'll find her very helpful. Or you can write to her for an application form and information pack - large SAE please - at Education Dept., P.O. Box 85, Civic Centre, Silver Street, Enfield, Middx. EN1 5XQ.

LONDON BOROUGH OF

Enfield

## AN INVITATION TO TEACH IN ESSEX



### PRIMARY (INFANT & JUNIOR) SCALE 1 POSTS

Join a lively Authority with a sense of purpose and direction. Essex has a wealth of facilities and can offer exciting career prospects.

We are interested in applications for Scale 1 posts from newly trained and experienced

teachers and those returning to the profession.

Some Infant and Junior vacancies remain for September, particularly in the South West, South East and West Essex areas of the County. Write for forms and details to:

The County Education Office (ST14), PO Box 47, Three Oaks House, Market Road, Chelmsford, Essex, CM1 1LD. Or dial 100 and ask for FREEPHONE 1149 on 3661.



### PRIMARY EDUCATION continued

**BROMLEY**  
LEESONS PRIMARY SCHOOL  
Leasons Hill, St. Pauls Cray,  
Orpington SE5 2LZ  
Tel: 0689 25434  
For September 1987, a one-term temporary appointment for a class of 20 pupils. Responsibility for a class of lower Juniors.  
Application forms and further details from the Headteacher at the school, 110022 (34954) 110022 (34954)

**BROMLEY**  
PICKHURST INFANTS SCHOOL  
Pickhurst Lane, West Wickham, Kent BR4 0HL  
Tel: 01-463 136  
Scale 1 teacher for September 1987, must be enthusiastic, high standards of expectation and work from first hand experience. An interest in Mathematics would be an advantage but not essential. Come and join the friendly, supportive team at Pickhurst. Application forms and further details available from the Headteacher (large SAE please) by 26th June 1987. (34953) 110022

**BROMLEY**  
DARRICK WOOD JUNIOR SCHOOL  
Lovibands Avenue, Orpington, Kent SE5 2ER  
Tel: 0689 25370  
For September 1987, Scale 1 teacher for lower Juniors. An active interest in curriculum development would be an advantage. Application forms and further details from the Headteacher (large SAE please) by 26th June 1987. (34953) 110022

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
WEST LUTON FIRST SCHOOL  
High Street, Westlute, Luton, Bedfordshire, MK1 0PH  
Headteacher: Mrs. M. W. Whitelaw  
Roll: 28 pupils  
Required September 1987, an experienced teacher to take responsibility for a class of 20 pupils. An advantage with removal of expenses in school in approved cases. Application form and further details (a.s.e.) from and to be returned to the Headteacher at the school. 110023 (35586)

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
HADDENHAM COUNTY MIDDLE SCHOOL  
Woodway, Haddenham, Aylesbury, Bucks. HP11 8HN  
Headteacher: R.A. Taylor  
Roll: 300 pupils  
Required September 1987, an experienced teacher to take responsibility for a class of 20 pupils. An advantage with removal of expenses in school in approved cases. Application form and further details (a.s.e.) from and to be returned to the Headteacher at the school. 110022 (35585)

**BUCKINGHAMSHIRE**  
MILTON KEYNES AREA  
RIVERSIDE COUNTY FIRST SCHOOL  
Thames Drive, Newport Pagnell, Bucks. MK18 1JH  
Headteacher: Mrs. J. Williams  
Required for September 1987 a teacher for first school children. The successful candidate should have a wide range of interests and experience in their field of application. An advantage with removal of expenses in school in approved cases. There is a wide range of housing to buy in the area. Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (24760) 110022

**BUCKINGHAMSHIRE**  
MILTON KEYNES AREA  
RUSSELL COUNTY FIRST SCHOOL  
Russell Street, Stoney Stratford, Milton Keynes  
Headteacher: Mr. P. Husey, B.A.  
Required for September 1987 or as soon as possible a teacher to work in a co-operative situation. Please state curriculum interest. Scale one. An advantage with removal of expenses may be available in approved cases. There is a wide range of housing to buy in the area. Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. Closing date 26 June 1987. (24759) 110022

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
MILTON KEYNES AREA  
REDFORDS COUNTY FIRST SCHOOL  
Glovers Lane, Redbourn, Milton Keynes MK1 1TQ  
Headteacher: Miss M. Knight  
Required for September 1987, a teacher with the ability to work as a member of a team. Scale 1.  
Applications from new teachers are particularly welcome. Assistance with removal of expenses may be available in approved cases. There is a wide range of housing to buy in the area. Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (35580) 110023

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
OAK GREEN COUNTY MIDDLE SCHOOL  
Southbury, Aylesbury, Bucks. HP21 1LV, Parnon  
Headteacher: Mrs. J. Parnon  
Roll: 341 pupils  
Required September 1987, a teacher for the lower Middle School age range. An advantage with removal of expenses in approved cases. Applications in the area. Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (35585) 110023

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### THE TIMES EDUCATIONAL SUPPLEMENT 12.6.87

#### PRIMARY EDUCATION continued

**CAMBRIDGESHIRE**  
PULBORN COUNTY PRIMARY SCHOOL  
Pulbourn, Cambs. CB23 8JH  
Headteacher: Mrs. J. P. Shearman  
Group 6  
Required for September 1987, a teacher to be responsible for a class of 20 pupils. An advantage with removal of expenses in school in approved cases. Application form and further details (a.s.e.) from and to be returned to the Headteacher at the school. 110022 (35575)

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**CAMBRIDGESHIRE**  
KINGS HEDDES JUNIOR SCHOOL  
Camptree Road, Cambridge CB2 2LX  
Headteacher: Mrs. J. P. Shearman  
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**CAMBRIDGESHIRE**  
THORPE JUNIOR SCHOOL  
Petersborough PE1 3SR  
Headteacher: Mr. R. W. Goddard  
Group 4  
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**CONCASTER**  
RE-ADVERTISEMENT  
EDLINGTON ST MARYS R.C. J.I. SCHOOL  
Bunslow Road, Concast, Doncaster DN12 1DL  
Tel: Rotherham 863280  
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**DUDLEY**  
METROPOLITAN BOROUGH  
BLOWERS GREEN JUNIOR SCHOOL  
Blowers Green Road, Dudley, B15 8JZ  
Required September 1987, enthusiastic teacher for a class of 20 pupils. An advantage with removal of expenses in school in approved cases. Application form and further details (a.s.e.) from and to be returned to the Headteacher at the school. 110022 (35575)

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## Metro Rochdale

Rydals Special Great Horwath, Wardle Road, Rochdale OL12 8HJ (Tel Rochdale 47898).

Required as soon as possible an enthusiastic and imaginative teacher to work with a team of teachers with children of up to school age (12-16 years). The successful candidate will have specific responsibility for a class within this age range covering a range of subjects. An interest in and skill for one or more of the creative skills will be an advantage.

**SCALE 1**  
SPECIAL NEEDS (8.5)  
Bullough Moor CP, (4-11 years), Regent Street, Haywood OL10 3BX (Tel Haywood 88379).

Required for September 1987, experienced in Special Needs.

**SCALE 1**  
JUNIORS  
Greenbank CP, (4-10 years) Greenbank Road, Rochdale, OL12 0HZ (Tel Rochdale 47823).

Required for September 1987 for Junior 2/Junior 3 age group. The successful applicant will be a member of a team of teachers committed to developing an active learning environment centred on a thematic approach. Completed application forms to be returned to the Chief Education Officer by 22 June 1987.

**SCALE 1**  
Primary 4/POSTS  
1. Sacred Heart RC Primary, (4-10 years), Kingway, Rochdale OL16 4AW (Tel Rochdale 47881).

Required for September 1987. An special interest in PE and Boys' Games is necessary. The ability to offer Music would be an advantage. CTC is required. Completed applications to be returned to Canon M Flynn, Sacred Heart Presbytery, Kingway, Rochdale by 26 June 1987.

2. Spotted Cat, (4-10 years) Edmund Street, Rochdale OL12 8QD (Tel Rochdale 47888).

Required for September 1987 an enthusiastic primary teacher. Please state curriculum interests and age group experience.

Application forms available for the above posts on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD to be returned to the Head Teachers at the respective school (unless otherwise stated) not later than 22 June 1987.

ST JOSEPH'S PRIMARY (4-11 years) Fox Hall, Heywood OL10 2AA (Tel Haywood 89340)

3. Required for September 1987. Applications are invited from suitably qualified and enthusiastic Catholic teachers with a special interest in boys' games and associated duties.

4. Applications are invited from practising Roman Catholics for the post of assistant teacher in the Junior department at the above school. Candidates are asked to indicate curriculum interests they can offer.



# Barking & Dagenham

## Appointment of Newly-Qualified Teachers

The London Borough of Barking and Dagenham will have a number of Scale 1 vacancies in primary schools for students who complete their courses this year and who will be seeking posts for September 1987.

Situated on the North Bank of the Thames, a few miles to the east of Central London we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:

- \* 100% removal expenses to teachers moving to the area to take up permanent appointments.
- \* special consideration for temporary Council accommodation (for up to a year).
- \* £1216 per annum Inner London Allowance.

Application forms and further details are available from the Chief Education Officer, Town Hall, Barking, Essex (S.A.S.).

Applications should be made as soon as possible. An equal opportunity employer.

(40565)

## LONDON BOROUGH OF SUTTON

### ST. MARY'S R.C. JUNIOR SCHOOL

Pound Street, Carshalton, Surrey

Required September 1987 for this 2 form entry school:

**Enthusiastic Class Teacher.**

An interest in GIRLS GAMES and GYMNASTICS would be an advantage.

**Enthusiastic Class Teacher.**

An interest in BOYS GAMES would be an advantage.

**A Class Teacher**

to cover for a teacher taking maternity leave. This is a temporary post initially for the Autumn Term 1987.

Applicants should preferably hold the Catholic Teachers Certificate.

Application forms obtainable from and returnable to the Director of Education, The Grove, Carshalton, Surrey, SM5 3AL.

Closing date 24th June 1987.

(40546)

## PRIMARY EDUCATION continued

### EALING

**LONDON BOROUGH OF EALING**  
EDUCATION SERVICE  
ST. ANSELME'S RC FIRST & MIDDLE SCHOOL  
Church Avenue, Southall UB8 4BN  
Required for September:  
1. A teacher for the 8-12 years age range to teach Religion. An interest in CDT and games would be an advantage.  
2. A class teacher for the 5-6 year olds.  
3. A class teacher for the 7-8 year olds. Experience with children with educational difficulties an advantage.  
4. A part-time (3) teacher to work across the 5-8 year old age range. Qualifications and experience of working with children with language and other educational problems an advantage.  
5. A part-time (3) teacher to work across the 5-8 year old age range. Qualifications and experience of working with children with language and other educational problems an advantage.  
Application forms (SAE) from the Head to be returned by 26 June 1987.

**ST RAPHAEL'S RC FIRST & MIDDLE SCHOOL**  
Northolt, Middlesex  
Required for September 1987:  
1. A class teacher for the 5-6 year olds.  
2. A class teacher for the 7-8 year olds.  
3. A class teacher for the 9-10 year olds.  
4. A class teacher for the 11-12 year olds.  
5. A class teacher for the 13-14 year olds.  
6. A class teacher for the 15-16 year olds.  
7. A class teacher for the 17-18 year olds.  
8. A class teacher for the 19-20 year olds.  
9. A class teacher for the 21-22 year olds.  
10. A class teacher for the 23-24 year olds.  
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412. A class teacher for the 827-828 year olds.  
413. A class teacher for the 829-830 year olds.  
414. A class teacher for the 831-832 year olds.  
415. A class teacher for the 833-834 year olds.  
416. A class teacher for the 835-836 year olds.  
417. A class teacher for the 837-838 year olds.  
418. A class teacher for the 839-840 year olds.  
419. A class teacher for the 841-842 year olds.  
420. A class teacher for the 843-844 year olds.  
421. A class teacher for the 845-846 year olds.  
422. A class teacher for the 847-848 year olds.  
423. A class teacher for the 849-850 year olds.  
424. A class teacher for the 851-852 year olds.  
425. A class teacher for the 853-854 year olds.  
426. A class teacher for the 855-856 year olds.  
427. A class teacher for the 857-858 year olds.  
428. A class teacher for the 859-860 year olds.  
429. A class teacher for the 861-862 year olds.  
430. A class teacher for the 863-864 year olds.  
431. A class teacher for the 865-866 year olds.  
432. A class teacher for the 867-868 year olds.  
433. A class teacher for the 869-870 year olds.  
434. A class teacher for the 871-872 year olds.  
435. A class teacher for the 873-874 year olds.  
436. A class teacher for the 875-876 year olds.  
437. A class teacher for the 877-878 year olds.  
438. A class teacher for the 879-880 year olds.  
439. A class teacher for the 881-882 year olds.  
440. A class teacher for the 883-884 year olds.  
441. A class teacher for the 885-886 year olds.  
442. A class teacher for the 887-888 year olds.  
443. A class teacher for the 889-890 year olds.  
444. A class teacher for the 891-892 year olds.  
445. A class teacher for the 893-894 year olds.  
446. A class teacher for the 895-896 year olds.  
447. A class teacher for the 897-898 year olds.  
448. A class teacher for the 899-900 year olds.  
449. A class teacher for the 901-902 year olds.  
450. A class teacher for the 903-904 year olds.  
451. A class teacher for the 905-906 year olds.  
452. A class teacher for the 907-908 year olds.  
453. A class teacher for the 909-910 year olds.  
454. A class teacher for the 911-912 year olds.  
455. A class teacher for the 913-914 year olds.  
456. A class teacher for the 915-916 year olds.  
457. A class teacher for the 917-918 year olds.  
458. A class teacher for the 919-920 year olds.  
459. A class teacher for the 921-922 year olds.  
460. A class teacher for the 923-924 year olds.  
461. A class teacher for the 925-926 year olds.  
462. A class teacher for the 927-928 year olds.  
463. A class teacher for the 929-930 year olds.  
464. A class teacher for the 931-932 year olds.  
465. A class teacher for the 933-934 year olds.  
466. A class teacher for the 935-936 year olds.  
467. A class teacher for the 937-938 year olds.  
468. A class teacher for the 939-940 year olds.  
469. A class teacher for the 941-942 year olds.  
470. A class teacher for the 943-944 year olds.  
471. A class teacher for the 945-946 year olds.  
472. A class teacher for the 947-948 year olds.  
473. A class teacher for the 949-950 year olds.  
474. A class teacher for the 951-952 year olds.  
475. A class teacher for the 953-954 year olds.  
476. A class teacher for the 955-956 year olds.  
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479. A class teacher for the 961-962 year olds.  
480. A class teacher for the 963-964 year olds.  
481. A class teacher for the 965-966 year olds.  
482. A class teacher for the 967-968 year olds.  
483. A class teacher for the 969-970 year olds.  
484. A class teacher for the 971-972 year olds.  
485. A class teacher for the 973-974 year olds.  
486. A class teacher for the 975-976 year olds.  
487. A class teacher for the 977-978 year olds.  
488. A class teacher for the 979-980 year olds.  
489. A class teacher for the 981-982 year olds.  
490. A class teacher for the 983-984 year olds.  
491. A class teacher for the 985-986 year olds.  
492. A class teacher for the 987-988 year olds.  
493. A class teacher for the 989-990 year olds.  
494. A class teacher for the 991-992 year olds.  
495. A class teacher for the 993-994 year olds.  
496. A class teacher for the 995-996 year olds.  
497. A class teacher for the 997-998 year olds.  
498. A class teacher for the 999-1000 year olds.  
499. A class teacher for the 1001-1002 year olds.  
500. A



## PRIMARY EDUCATION

continued

## SHROPSHIRE

**WILLIAM REYNOLDS CO INFANT SCHOOL**  
Woolhouse, Woodside, Telford, Shropshire TF7 5QJ  
Tel: Telford 566708

Required for September 1987. Permanent, Full-time Scale 1 Teacher. Applications invited from enthusiastic creative teachers with an understanding of the direct experience approach. Please state curriculum strengths.

Application forms and details from the Head (SAS required) (40637) 110022

## SHROPSHIRE

**MOUNT PLEASANT CO INFANTS SCHOOL**  
Dagley Drive, Shrewsbury, Shropshire SY1 3BX  
Tel: Shrewsbury 57808

Required for September 1987. Permanent, Full-time Scale 1 Teacher for top infant class.

Direct experience approach.

Application forms and details from the Head (SAS required) (40638) 110022

## SHROPSHIRE

**CLEOBURY MORTIMER CO PRIMARY SCHOOL**  
Cleobury Mortimer, Shropshire, WV14 8JL  
Tel: Cleobury Mortimer 270313

Required for September 1987. Permanent, Full-time Scale 1 Teacher of Junior. Applicants must be able to develop work from first hand experience and state their strengths and interests.

Applications especially welcome from musically talented candidates.

Application forms and details from the Head (SAS required) (25054) 110022

## Ealing

**EDUCATION SERVICE**  
The London Borough of Ealing contains one of the largest Asian and Afro-Caribbean populations in the whole country and therefore it would be an advantage to have experience of work among those communities.

Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.

For all posts: Application forms from Chief Education Officer, Hedley House, 78-81 Uxbridge Road, London W5 8SU (SAs) to be returned by 28 June 1987.

For all posts: (Relocation) expenses payable subject to conditions. £1215 London Weighting.

**CLIFTON MIDDLE SCHOOL**  
Clifton Road, Southall UB2 5QH. Headteacher: Mr B F Blake, Roll: 230

**DEPUTY HEAD** required for January 1988, earlier if possible.

Group 4 salary plus Social Priority Allowance payable. We are looking for an enthusiastic person with experience of teaching in a multicultural setting and who can demonstrate an ability in school management. The successful candidate should possess a good record of curriculum development in primary schools and show expertise in classroom management and organisation. A knowledge of community languages (Punjabi, Urdu, Hindi, Gujarati) would be an advantage.

**FEATHERSTONE MIDDLE SCHOOL**  
Featherstone Road, Southall, Middlesex UB2 5AG

**DEPUTY HEAD** required for January 1988. The successful candidate will be a member of the school's senior management team and have a considerable leadership role. This will include leading a year team. In addition (s/he) will act as a consultant for a major curriculum area.

Commitments to multi-cultural/racial education is essential as is an understanding of the co-operative approach to teaching. All applicants should have experience of working in multi-cultural schools. Group 4 plus Social Priority payment.

**HAVELOCK MIDDLE SCHOOL**  
Havelock Road, Southall UB2 4PA. Tel: 01-571 2241

**DEPUTY HEAD** required for January 1987. Group 4 salary.

Applications are invited for the Deputy Headship of this purpose built 8-12 Middle School opened in 1979 and designed for flexible organisation. The post provides a challenging opportunity for an experienced teacher who can demonstrate an ability in the management of an established multicultural school.

The successful applicant will have scope for leadership in further developing the curriculum and organisation of the school utilising the effective facilities of a new and imaginatively designed community site serving the needs of a multi-ethnic community. A knowledge of community languages (Punjabi, Urdu, Hindi, and Gujarati) would be an advantage.

## SHROPSHIRE

**MAESBURY CO PRIMARY SCHOOL**  
Oswestry, Shropshire SY10 8SD  
Tel: Oswestry 652850

Required for September 1987. Permanent, Full-time Scale 1 teacher for infants.

Applications are invited from enthusiastic and experienced teachers. A strong commitment to direct experience approach to learning is essential. Please state curriculum strengths. Music an advantage.

Application forms and details from the Head (SAs required) 110022 (40640)

## SHROPSHIRE

**PARSONS MEADS SCHOOL**  
Ashted, Shropshire KT81 3PE  
Tel: Ashted 566708

Required for September 1987. Permanent, Full-time Scale 1 Teacher. Applications invited from enthusiastic creative teachers with an understanding of the direct experience approach. Please state curriculum strengths.

Application forms and details from the Head (SAs required) 110022 (40641)

## SHROPSHIRE

**DONNINGTON WOOD ST PRIMARY SCHOOL**  
Church Road, Donnington, Shropshire TF7 5JL  
Tel: Telford 606282

Required for September 1987 or January 1988. Permanent, Full-time Scale 1 Teacher for this Primary School.

Applications are welcome from Junior and Infant teachers. Applicants should be enthusiastic and able to work with an understanding of the direct experience approach. State strengths.

Application forms and details from the Head to be returned by 19 June 1987 (SAs required) (40641) 110022

## SHROPSHIRE

**EDUCATION COMMITTEE**  
BARNETT WOOD COUNTY SCHOOL  
Barnett Wood Lane, Ashted, Shropshire KT81 3PE  
Tel: Ashted (0578) 73701

Required for September 1987 or as soon as possible thereafter. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## SHROPSHIRE

**EDUCATION COMMITTEE**  
BARNETT WOOD COUNTY SCHOOL  
Barnett Wood Lane, Ashted, Shropshire KT81 3PE  
Tel: Ashted (0578) 73701

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Application forms and details from the Head (SAs required) (40641) 110022

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Application forms and details from the Head (SAs required) (40641) 110022

## SURREY

**COUNTY COUNCIL**  
EDUCATION COMMITTEE  
NEW COUNTY MIDDLE SCHOOL  
Ash, Surrey GU24 0JL  
Tel: Ash 566708

General Class Teacher required for September 1987 to be responsible for the new primary school. An ability to work with a strong positive attitude of it being made permanent is essential. A suitable able probationer will be considered.

Applications to the Headteacher, Heathcote Memorial Middle School, College Road, Ash, Aldershot, Hants GU11 3BT. (40640)

## SURREY

**EDUCATION COMMITTEE**  
BARNETT WOOD COUNTY SCHOOL  
Barnett Wood Lane, Ashted, Shropshire KT81 3PE  
Tel: Ashted (0578) 73701

Required for September 1987 or as soon as possible thereafter. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## SURREY

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BARNETT WOOD COUNTY SCHOOL  
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BARNETT WOOD COUNTY SCHOOL  
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## SURREY

**EDUCATION COMMITTEE**  
BARNETT WOOD COUNTY SCHOOL  
Barnett Wood Lane, Ashted, Shropshire KT81 3PE  
Tel: Ashted (0578) 73701

Required for September 1987 or as soon as possible thereafter. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## WEST SUSSEX

**ASSISTANT HEAD**  
HEAVYWEIGHT C.P. SCHOOL  
Haywards Heath, Sussex BN11 1AA  
Tel: Haywards Heath 51264

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## WEST SUSSEX

**INFANT TEACHER SCALE 1**  
ST LEONARD'S C.P. INFANT SCHOOL  
Horsham, Sussex BN11 1AA  
Tel: Horsham 51264

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## WEST SUSSEX

**TEACHER SCALE 1**  
ST MARY'S C.P. SCHOOL  
Burgess Hill, Sussex BN11 1AA  
Tel: Burgess Hill 51264

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## WEST SUSSEX

**TEACHER SCALE 1**  
ST MARY'S C.P. SCHOOL  
Burgess Hill, Sussex BN11 1AA  
Tel: Burgess Hill 51264

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## WEST SUSSEX

**TEACHER SCALE 1**  
ST MARY'S C.P. SCHOOL  
Burgess Hill, Sussex BN11 1AA  
Tel: Burgess Hill 51264

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## WEST SUSSEX

**TEACHER SCALE 1**  
ST MARY'S C.P. SCHOOL  
Burgess Hill, Sussex BN11 1AA  
Tel: Burgess Hill 51264

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## WEST SUSSEX

**TEACHER SCALE 1**  
ST MARY'S C.P. SCHOOL  
Burgess Hill, Sussex BN11 1AA  
Tel: Burgess Hill 51264

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

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Tel: Burgess Hill 51264

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Application forms and details from the Head (SAs required) (40641) 110022

## WEST SUSSEX

## WILTSHIRE

**ASSISTANT HEAD**  
HEAVYWEIGHT C.P. SCHOOL  
Haywards Heath, Sussex BN11 1AA  
Tel: Haywards Heath 51264

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## WILTSHIRE

**INFANT TEACHER SCALE 1**  
ST LEONARD'S C.P. INFANT SCHOOL  
Horsham, Sussex BN11 1AA  
Tel: Horsham 51264

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## WILTSHIRE

**TEACHER SCALE 1**  
ST MARY'S C.P. SCHOOL  
Burgess Hill, Sussex BN11 1AA  
Tel: Burgess Hill 51264

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

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## WILTSHIRE

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Tel: Burgess Hill 51264

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Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## WILTSHIRE

## MIDDLE SCHOOL

**EDUCATION COMMITTEE**  
BARNETT WOOD COUNTY SCHOOL  
Barnett Wood Lane, Ashted, Shropshire KT81 3PE  
Tel: Ashted (0578) 73701

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## MIDDLE SCHOOL

**EDUCATION COMMITTEE**  
BARNETT WOOD COUNTY SCHOOL  
Barnett Wood Lane, Ashted, Shropshire KT81 3PE  
Tel: Ashted (0578) 73701

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## MIDDLE SCHOOL

**EDUCATION COMMITTEE**  
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Barnett Wood Lane, Ashted, Shropshire KT81 3PE  
Tel: Ashted (0578) 73701

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## MIDDLE SCHOOL

**EDUCATION COMMITTEE**  
BARNETT WOOD COUNTY SCHOOL  
Barnett Wood Lane, Ashted, Shropshire KT81 3PE  
Tel: Ashted (0578) 73701

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.

Application forms and details from the Head (SAs required) (40641) 110022

## MIDDLE SCHOOL

**EDUCATION COMMITTEE**  
BARNETT WOOD COUNTY SCHOOL  
Barnett Wood Lane, Ashted, Shropshire KT81 3PE  
Tel: Ashted (0578) 73701

Required for September 1987. A good class teacher who can name their own curriculum strengths and co-operate with a strong positive attitude of it being made permanent.











## SECONDARY ART & DESIGN

continued

### HEREFORD AND WORCESTER COUNTY COUNCIL

**ARROWDALE HIGH SCHOOL**  
(Grange Ward Lane, Arrowdales, Hereford, Herefordshire, HR12 9DN)

Applications are invited from September 1987 for a full-time teacher of Art and Design. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Scale 1 Assistant Art Teacher to teach full range within the school including G.C.S.E. courses and A level. An interest in printmaking and photography would be an advantage but not essential.

**THE BISHOP OF HERFORD'S BLUECOAT SCHOOL**  
(Hampton Lane, Hereford, Herefordshire, HR1 1UU)  
(C. of E. Aided)

Applications are invited from September 1987 for a full-time teacher of Art and Design. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Ability to teach across the ability level and all G.C.S.E. level is essential.

Application forms and further details are available from the Headmaster of the school concerned. (S.A.E. please.)

131222

**HERTFORDSHIRE**  
**THE HIGHFIELD SCHOOL**  
(Leitchwell, Herts, SG6 3QA)

Required for September 1987, a part-time teacher of Art (0.5-1.0) to teach in the Art Department. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Application forms and further details are available from the Headmaster of the school concerned. (S.A.E. please.)

131222

**KENT**  
**EDUCATION DEPARTMENT**  
**SWANLEY SCHOOL**  
(Swanley, Kent, ME14 2TE)

Required for September 1987, a part-time teacher of Art (0.5-1.0) to teach in the Art Department. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Application forms and further details are available from the Headmaster of the school concerned. (S.A.E. please.)

131222

**KENT**  
**EDUCATION DEPARTMENT**  
**ST. STEPHEN'S SCHOOL**  
(St. Stephen's Hill, Canterbury, CT2 7AP)

Required for Sept. 1987, a part-time teacher of Art (0.5-1.0) to teach in the Art Department. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Application forms and further details are available from the Headmaster of the school concerned. (S.A.E. please.)

131222

**LANCASHIRE COUNTY COUNCIL**  
**LANCASTER GIRLS' GRAMMAR SCHOOL**  
(Regent Street, Lancaster, LA1 1YB)

Required for September 1987 or as soon as possible, a full-time teacher of Art and Design. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Application forms and further details are available from the Headmaster of the school concerned. (S.A.E. please.)

131222

**LANCASTER GIRLS' GRAMMAR SCHOOL**  
(Regent Street, Lancaster, LA1 1YB)

Required for September 1987 or as soon as possible, a full-time teacher of Art and Design. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Application forms and further details are available from the Headmaster of the school concerned. (S.A.E. please.)

131222

## HILLINGDON LONDON BOROUGH OF HILLINGDON

**NORTHWOOD SCHOOL**  
(Potter Street, Northwood, HA6 1QQ)

Number on roll: 982 115 in Sixth Form

Headteacher: Mr N.J. Chinnery, M.A.

Required for September 1987, a full-time teacher of Art and Design. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Application forms and further details are available from the Headmaster of the school concerned. (S.A.E. please.)

131222

**KIRKLEES METROPOLITAN COUNCIL**  
**DIFERORATE OF EDUCATION SERVICES**  
**MIRFIELD HIGH SCHOOL**  
(Kiln Hill Road, Mirfield, West Yorkshire WF13 9EZ)

Ref: 1935

Required for September 1987, a full-time teacher of Art and Design. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Application forms and further details are available from the Headmaster of the school concerned. (S.A.E. please.)

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(Kiln Hill Road, Mirfield, West Yorkshire WF13 9EZ)

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131222

## NORTHAMPTONSHIRE

**THE FERRERS SCHOOL**  
(Queens Way, Higham, Northampton, NN9 8LF)

Required for September 1987, a full-time teacher of Art and Design. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Application forms and further details are available from the Headmaster of the school concerned. (S.A.E. please.)

131222

**REDBRIDGE LONDON BOROUGH OF REDBRIDGE**  
**MAYFIELD HIGH SCHOOL**  
(Mayfield Road, Redbridge, Essex RM17 1XS)

Ref: 500 521, 597 3004

Headteacher: Mr D.T. Jones, B.Sc.

Required for September 1987, a full-time teacher of Art and Design. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

Application forms and further details are available from the Headmaster of the school concerned. (S.A.E. please.)

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131222

## OXFORDSHIRE

**JOHN MANON SCHOOL**  
(South Road, Abingdon, Oxford, OX14 1JH)

Required for September 1987, a full-time teacher of Art and Design. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

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131222

## WEST SUSSEX

**TEACHER OF ART**  
**CHARTERED SCHOOL**  
(11-16 years)

Required for September 1987, a full-time teacher of Art and Design. The successful applicant will be expected to work in both the Art and Design departments, teaching at A level and below.

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131222

## WEST GLAMORGAN COUNTY COUNCIL

EDUCATION DEPARTMENT

TEACHING VACANCIES

Application forms and further particulars for the following posts must be obtained from the appropriate school concerned.

**BISHOP VAUGHAN R.C. COMPREHENSIVE SCHOOL**  
(Mynyddgarw Road, Morriston, Swansea SA6 7QG)

(Mixed) (858 on Roll) (Age Range 11-18)

1. Head of Computer Studies. Energetic, enthusiastic and well qualified teacher to lead a thriving and expanding department. Ability to teach throughout the school from computer literacy to advanced level. A Level essential. Scale 3 available for a suitably qualified and experienced candidate. (Post Ref: 58.18.87.)

2. Substantially qualified and enthusiastic teacher of Drama and English to teach both subjects throughout the school up to G.C.S.E. with a possible involvement at A Level. Applicants seeking a half time post in either subject will be equally welcome. Scale 1. (Post Ref: 60.18.87.)

**CWMYRWAU COMPREHENSIVE SCHOOL**  
(Pontardawe, Swansea SA8 4JX)

(Mixed) (1645 on Roll) (Age Range 11-18)

Teacher for both Art and Geography. The successful applicant will be based in the 11-13 lower school at Gwyn-Cae-Gwyn. Scale 1. (Post Ref: 3.18.87.)

**CYMER AFAN COMPREHENSIVE SCHOOL**  
(School Road, Cymmer, N. Port Talbot, SA13 3EL)

(Mixed) (482 on Roll) (Age Range 11-16)

Qualified Teacher to be responsible for Drama throughout the school. Scale 1. (Post Ref: 4.18.87.)

**DILLWYN LLEWELYN COMPREHENSIVE COMMUNITY SCHOOL**  
(John Street, Cockett







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**M** MACMILLAN  
EDUCATION



EXTRA

Personal effectiveness in YTS

## An achievable goal?

Since they started in the late Seventies, MSC youth training schemes have been concerned to develop the personal effectiveness of the young people participating. This training was an optional element of the early six-month Youth Opportunities Programme, and was the responsibility of the Life and Social Skills tutors. Later, in 1983, the 12-month Youth Training Scheme was introduced and personal effectiveness was taught through a compulsory element of schemes known as "The World Outside Work".

There are now nearly half a million young people in the Youth Training Scheme, and the current view of the development of personal effectiveness is that it should permeate the whole two-year programme. Its importance is indicated by the fact that it is one of the four "Stated Outcomes" of YTS. This means that schemes should be designed to provide opportunities for the development of personal effectiveness skills at all stages, both on and off the job.

The changing title and approach to personal effectiveness training as youth training schemes have developed, reflects in part the difficulties of definition which have been experienced, but may also be viewed as a progressive attempt to produce a more coherent and integrated scheme, which make sense to the young people involved.

What is personal effectiveness?

In YOP "Life and Social Skills" training was seen as a worthwhile supplement to vocational training, in which the trainee would be helped to develop skills, knowledge and attitudes appropriate to dealing with life as an adult member of society. This area became more clearly defined within YTS, largely as a result of the work of the Institute of Manpower Studies which observed that a young person performs a number of roles outside employment in the areas of personal survival, exercising citizenship, contributing to the community, self-employment, continuing education and pursuit of leisure activities. Learning guides were produced which provided a framework for training in these areas, especially during off-the-job periods.

Personal effectiveness in its most recent form has emerged out of a recognition of the need to incorporate both learning about the world outside work, and the development of appropriate personal skills for adult life, in an integrated fashion within the two year YTS. This is clear from the MSC's view that "YTS aims to train not only in jobs and skills, but also for the future. Changes in technology and work practices will have many consequences, including the need to re-train from time to time, deal with periods of unemployment, expect and prepare for several job or career changes". Also it is said that personal effectiveness includes "attitudes and motivation and a whole range of what are now described as process skills: planning, problem-solving, communicating". Reference is also made to "the process of becoming a mature adult". Thus, personal effectiveness is used as an umbrella term for an almost unlimited number of skills or abilities.

Theory into practice

How then are the aims of personal effectiveness translated into practice by those working on YTS both on and off the job? The first essential is that the development of personal effectiveness should permeate the whole programme and cannot simply be regarded as a subject to be taught in a classroom in defined timetabled slots.

At work, the development of personal effectiveness should result from the sensitive handling of everyday situations by supervisors in conjunction with trainees. For instance, developing initiative to undertake a task without being instructed so to do, could be achieved by giving suitable encouragement and praise at appropriate moments. This learning is then reinforced through the mechanism of log books and profiles which are designed to ensure that the trainee reflects on his/her experience. Although the notion of experience,

SUE BETHELL  
ALAN CHITTY

reflection and learning is admirable, a drawback is that it can be time-consuming and may give rise to a concern with the recording of trivial events, resulting in demotivation for the young people involved.

The form that off the job training in personal effectiveness takes should ideally depend upon the needs of the trainees, although this is restricted in practice by time constraints and patterns of release. The contexts can vary from exercises which simulate work-place situations, such as role play involving an exchange between supervisor and trainee, to investigation of the facilities and services which exist in the community for the young unemployed.

Whatever the exercise, the trainee should be involved in participative learning. Hence in the latter example, trainees may be asked to visit a community centre to obtain information about community service opportunities, they may visit a Welfare Rights Bureau to learn more about benefits, or leisure centres to discover what facilities exist and whether the unemployed receive special consideration. Such activities are designed to develop communication skills, interpersonal skills and self-confidence.

Upon their return, trainees may be asked to pass on the information obtained in ways which will further develop these skills. For instance, they might produce a short radio or video programme informing other young people about local facilities for the unemployed. Alternatively, their task might be to design a poster or leaflet. In order that the on and off the job training can be seen by the trainee to be unified, the methods adopted must be student-centred, as in the above

examples. Chalk and talk approaches are totally inappropriate and tutors may argue that with the wide range of ability which YTS groups can span, these student-centred approaches can only work with small numbers of students. On the other hand, college managements and managing agents will press, in the words of the Audit Commission, for "Value for Money". This is a dilemma which is not unique to YTS, of course.

Supermen and women

We expect the music teacher to be an expert musician and a teacher of others to produce a good loaf, but can we make corresponding demands of the teacher of personal effectiveness? If improving the personal effectiveness of everyone involved in training young people on YTS, both on and off the job over a period of two years, are we looking for a race of supermen and women? After all, personal effectiveness is something which we all continue to develop throughout our lives, and it is arrogant to assume that YTS trainees need this training more than any other members of the population. What we can do, however, is to try to ensure that all of the many thousands of people with a training role are aware of this responsibility and are trained for it.

Whether and how to assess personal effectiveness is another difficult question. Is assessment desirable or even possible? Is the assessment for the trainee, for the prospective employer or for both? In many instances, formal attempts to assess personal effectiveness may result in harmful value judgements being made. Assessment may become subjective rather than objective. Even the selection of the criteria to be used for assessment, can be heavily value-laden. In the past, profiles have been developed which were of dubious worth. The MSC have now recognized the inherent problems

and have attempted to resolve them by recommending that those occasions when a trainee has displayed behaviour suitable to a particular situation, should be noted in a positive form and later transferred to the trainee's leaving certificate. Examples of such statements are:

"Dealt tactfully with a difficult customer or returning damaged goods" (this indicates, among other things, listening, getting on with people, keeping cool);

"Conducted a survey and presented findings in off the job session" (being clear on what needs doing and why; taking the initiative).

College involvement

It is clear that within Youth Training Schemes, very high standards are demanded in personal effectiveness training and education. In practice, provision varies widely, but there is doubt that the involvement of a good college in the delivery of the off the job training, and in training the trainee, improves the quality of a scheme. This is particularly the case for schemes involving small employers who usually lack appropriate skills and resources. The recognition by the MSC of Accredited Training Organizations with "ATO status" which is currently developing, should help to raise YTS standards in this and other areas.

Theory and practice have progressed since the early days of Life and Social Skills, and assessment if properly conducted, is sounder and less open to abuse. Problems still exist, though, and perhaps the greatest is in ensuring that everyone involved in YTS understands that their training role includes a contribution to personal effectiveness.

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Sue Bethell is a lecturer and Alan Chitty is principal at Tameside College of Technology, Ashton-under-Lyne, Greater Manchester. Dr Chitty moves to Birmingham and Poole College of F.E. in September.

The Liverpool Project: Caring for Elderly People

## The lives of other people

MARY THOMAS

Child care courses are now commonplace in all sorts of educational establishments and are very popular with young people. However, while I was teaching a basic course in child care for the National Association for Maternal and Child Welfare, I became aware of the urgent need to confront the young with the problems faced by other members of society, particularly the elderly, who are often dependent on younger people for care and support.

The Liverpool Project, "Caring for Elderly People", is an innovative course of study designed to create understanding of the lives of other people and to equip young people to offer help in a practical way. Its aims are:

1. To contribute towards the education of young people for personal relationships, family life and caring roles in adulthood by: creating awareness of emotional, intellectual, social,

spiritual and physical needs; particularly those of older people, by providing guidelines for the fulfilment of these; examining ideas already absorbed at home and in the community through discussion of different family and cultural patterns; helping young people to consider seriously the contribution they make to society.

2. To enable each young person to be more tolerant of others. Aware of the needs of older people and thus more understanding. Aware of the rights of older people and more respectful of them, ready to offer him or herself in whatever ways are possible both practically and as an educator of others.

3. To develop some insight into other people's points of view and to make young people aware of the widespread prejudice about ageing and old people which serves to limit older people's experience and presents barriers to their full participation in the community.

4. To help young people to respect the achievements of older people and to understand the satisfaction of being able to look back upon a full life.

5. To develop social and practical skills which will transfer to a variety of adult situations; examples of such skills are: accurate observation and reporting, both orally and in writing; information gathering and organization; use of data; communication skills: telephone, written and oral.

Divided into eight main units, the work covers:

Unit 1: Ageing and the Family: attitudes to old age

Unit 2: Growing Older

Unit 3: Life Styles in Old Age

Unit 4: Time

Unit 5: Your Home in Old Age

Unit 6: Who Helps?

Unit 7: Coping at Home

Unit 8: Conclusion

All the teaching material is contained in a manual, along with thirty pupils' worksheets which have been prepared and developed by Fiona Van Zwanenberg of the Division of Education, Research and Development, Help the Aged. In order to encourage the involvement of older people and young people, the Slide-by-Side scheme was developed by Help the Aged and has been used in the Project.

Slide-by-Side is a project which involves the participation of young people and older people in a series of workshops and discussions. The project is designed to help young people to understand the lives of older people and to develop the skills and attitudes necessary to care for them.

Although it is in no way compulsory for those following the Caring for Elderly People course, the Slide-by-Side fits in very well with the general approach, and we would like to encourage schools to consider becoming involved in Slide-by-Side as well. The latter has been around since



1982 and many primary and secondary schools have successfully carried through community projects under its auspices, ranging from local history to gardening and producing an old-time music hall performance.

Such a course may be taught to students of all ability but the attitude of the teachers is all important.

The core of course work material which is provided in the students' worksheets is equally appropriate to the needs of pupils in school and young people in vocational training. It looks at the position of older people in the family and in the community, at normal ageing and some of the health problems older people may encounter, at informal and statutory services for the old, at housing and finance and at lifestyles in old age. There is no formal examination at the end of the course, but pupils are asked to monitor their own performance throughout the project.

Where the course is used in vocational education, students will be going out on work placements during the year. Work placement staff will be asked to provide a record of student performance.

At the end of the course, each student will have an interview with a teacher or tutor from another participating school or college, during which the student will be asked to discuss his or her experience of the course and what has been learned from it.

On completion of the course, the students receive a certificate granted jointly by Help the Aged and Age Concern Liverpool in recognition of their achievement.

After two years of a pilot scheme in Merseyside, we are much encouraged by the good reception it has received. For a busy teacher to receive a course where all the lessons are prepared and the pupils' books are provided is a proved invaluable, while the students have registered both great interest and delight.

By understanding the point of view of others, each generation should accept each other more readily, and at the same time, enrich each other's lives.

1987 has been declared the Year of Celebrating Age, a campaign to highlight the contribution of older people in the community. Help to celebrate it by spreading more understanding of what there is to celebrate. The Liverpool Project could be your route.

Mary Thomas is Education Officer, Age Concern Liverpool.

# Lifting the lid off drug education.

Introducing DrugWise 14-18, a new comprehensive package of drug education resource materials. It is unique in that it is not just concerned with classroom activities, but also drug education's position in the curriculum, and the preparation necessary before teaching can take place. Therefore the pack is divided into three sections:

### DrugWise Learning Materials

—contain 35 exercises in seven sections.

The exercises focus on information, attitudes and skills. It is not intended that all the exercises are used, but that teaching staff select a balance of relevant lessons based on the age and ability of the students, the time available and the teachers own preference for one style of exercise over others.

### DrugWise Training Manual

Flexible enough to be used by individual teachers as distance learning material or by groups of teachers involved in formal in-service training, these materials explore Facts, Attitudes and Beliefs; Skills for teachers and students; Assessment and Evaluation; and running workshops for parents.

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### DrugWise Curriculum Guide

Invaluable to those responsible for organisation, guidance or policy, the guide examines drug education's place in the curriculum, as well as the institution's policy concerning drug-related incidents.

Together, the three sections provide a complete response to drug education for upper secondary or further education. In considering the underlying factors behind the misuse of both legal and illegal drugs, DrugWise offers a chance for teachers and students to see drugs in context rather than in isolation.

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EXTRA

Lie back and listen

# Tension control

ARTHUR TANNER

**A**t Mildenhall Upper School we are convinced that tension management is a crucial skill, and that the teaching and practice of it is both desirable and feasible. A lot has been written on the need for teachers to practise tension control: it is equally important for pupils to be taught how to manage stress if they are to be successful academically and socially.

Like the rest of the teaching profession, because I am standing in front of a class or organizing an activity, I naively assume that learning is taking place, despite evidence to the contrary: picking fingers, biting nails, doodling, dismantling pens, jerking knees: clear signs of tension and frustration, barriers to learning.

We specifically decided to teach tension control to our fifth year pupils so that they could cope with the stress of external exams, job interviews and encounters with strangers and members of the opposite sex. We thought this especially necessary in Suffolk where young people sometimes seem to lack social ease.

The six hour module is taught in 12 half-hour lessons. The first six are devoted to theory and background, the second six are practical tension-control sessions; we soon learnt to avoid the term "relaxation" as it has so many meanings and pupils were confused.

The "theory" sessions were adapted from Hopson and Scally's *Lifescills - Coping with Stress*, which gives a variety of problem-solving activities. The last, crucial session of our first half is a demonstration of the Relaxometer (bought from Alpha Plus Cambridge): the Relaxometer measures the slightest stress of a subject by emitting a rising tone. If you get several volunteers to try the machine in front of the class, it is possible to convince them that tension control is a real measurable skill which they can acquire. We have also lent the Relaxometer to individual staff and pupils who are learning to cope with specific stresses.

If the six practical sessions are to be successful, several conditions must obtain: the teacher himself must be genuinely confident and relaxed. He/she will need to ally anxiety. If he/she feels threatened or embarrassed, this feeling will soon transmit itself to the class; method is dominant.

As we are dealing with tutor groups of 25-30, the room must be large enough for those pupils who wish to lie on the floor to have the space to do so. The time of the day is important but less so than the previous conditions. We find that the hour before lunch is more successful than the hour after.

The main content of each practical session is contained in a 20 minute tape. Before this, a five minute introduction is used to set the tone; pupils are reminded what they have done so far and how well they have managed it. The session they are about to experience is explained so that there are no surprises and anxiety is reduced to a minimum. When the tape is finished the teacher tries to get a feedback from the class on what they learned, what it felt like. The class is congratulated. It is essential to repeat reassuring remarks in all sessions. The need to practise the skill during the week also has to be emphasized. "You don't get good at it by being told about it. It's a skill like learning to drive or to play tennis."

Macho types are won over when they are told that the SAS regularly practises tension control. I also remind classes that doctors prescribe more tranquillizers than any other pill, and wouldn't it be nice to avoid these... "If you suffer from stress in later life one of the first things to go to pot will be your sex life", usually gets 16-year-old boys practising very hard for the whole session. I frequently mention the need for "intimacy" in these practice sessions and I invite anyone to sit outside if they don't think they can manage. On occasion I have asked a giggler to go outside but without a reprint.

In other respects you need to be very directive in your approach: tension control is hard work! You must insist on each pupil adopting a correct position whether sitting or lying. Pupils are usually given the option. If they have been well-prepared, the vast majority will choose to lie on the floor without embarrassment.

The content of some of the tapes is based on the many available commercial tapes. The two desensitization sessions are completely homemade. I

recorded all the tapes which made it possible to adapt the language level and the demands made on pupils. Adolescents also feel safer with the voice of somebody they know. Incidentally, they preferred a tape recording to a live voice.

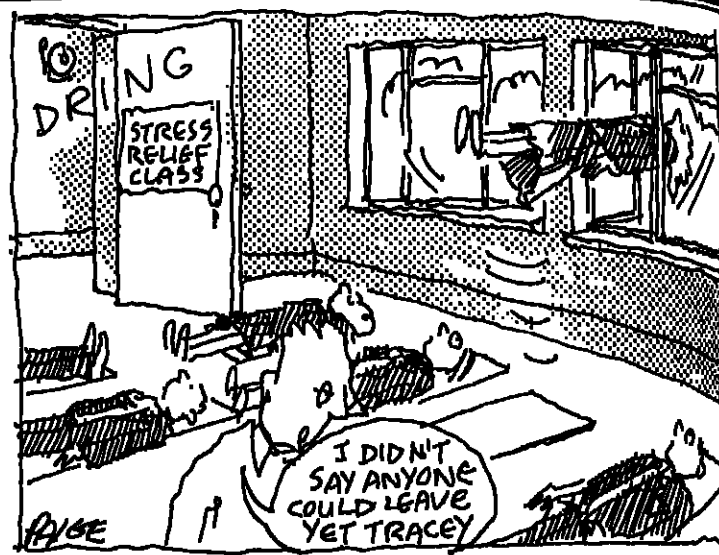
The tapes cover basic tension control techniques: breathing, practising in a sitting and lying position, clearing the mind, desensitization before an examination, and before a job interview. This technique requires students in a completely relaxed state, to think themselves through the day of the interview or the exam, from the moment of waking.

How can one measure the effectiveness of such a course? If you try to do so, you encounter the same difficulties as you do with all social education programmes. Certainly we have received encouraging feedback: pupils participate with a remarkable lack of embarrassment. They also say that they look forward to these sessions "as a change". Many do practise between sessions: the Relaxometer is often on loan. In most cases, at the end of the six sessions, there is a visible improvement in the pupil's skill.

Of course, such programmes can only really have an effect if all staff in the school are aware of their existence, sympathetic and keen to foster tension control in all lessons. Pupils need to be frequently reminded to be relaxed and alert, and must be complimented when they show signs of control. Several of our staff have begun to get pupils to relax at the beginning of the last hour of the afternoon. It is worth spending three or four minutes on tension control if for the rest of the hour you are able to teach an amenable and attentive class.

We are not deluding ourselves that we have gone very far. We have only got a foot in the classroom door. More would have to be done in lower school years. But the programme has had an effect on self confidence which would bear a clear result in measurably increased achievement. Nevertheless we feel this is an area which we cannot ignore.

Arthur Tanner is deputy head at Mildenhall Upper School, Suffolk.



Physical education has a lot to offer

## Fit for living

FIONA DOWLING

**R**esearch evidence (1984) into children's activity levels led physical educationists to become extremely concerned about the health status of young people. A comprehensive survey on the amount of time 11 to 16-year-olds engaged themselves in activity revealed that excluding physical education lessons time, 83 per cent undertook less than five minutes' vigorous daily activity.

When this data is viewed against the backdrop of increasing medical research evidence supporting regular activity as a means of enhancing the functional capacity of the body (together with a well-balanced diet), one wonders what the eventual long-term outcome of this sedentary lifestyle pattern will be. Britain is now near the top of the world's coronary heart disease league, and over 50 per cent of all deaths today are lifestyle-related.

Follow-up questioning of the young people involved in the survey illustrated how little understanding they had of the positive benefits of activity, and subsequent research indicates the poor level of parental knowledge, too. Generally speaking, subjects knew little about the ways in which a balanced activity programme can benefit the cardio-vascular system and the body's capacity for muscular strength, endurance and mobility. So there was a genuine knowledge gap to be filled, but the physical educationists also faced a far harder task, that of actually increasing individual activity patterns. Knowing that something is good for one does not necessarily result in a change of behaviour; the experience of smoking education programmes speak for themselves.

Concerned physical educationists began to examine the content of their current curriculums; it certainly seemed as though pupils were voting with their feet against traditional programmes. In fact, scrutiny of the average physical education programme revealed that most of the available time is devoted to major team games and competitive activities such as cross-country running or athletics. Of course these activities have an important role to play in a balanced programme, but to have highly-structured, skills-oriented games dominating the entire physical experience began to be questioned.

Again, on seeking pupils' views it transpired that a large number of individuals experienced very negative feelings towards these types of activity, and many expressed a sense of failure whenever they termed "games". Unfortunately the sense of failure did not seem to rest with "games", and on the whole, this failure was equated with activity in its broadest sense. No one likes experiencing failure, so it was hardly surprising that many youngsters felt they were excluded from activity.

The Health and Physical Education Project (secondary and range) and the Happy Heart Project (primary age range) were both begun in 1985 by the Physical Education Association and the National Association of Physical Education Teachers.

Where the organizational structure has been favourable, cross-curricular work has been undertaken to combine input from physical education, the sciences, health education and home economics. In some schools the aim has been for continuing curriculum development, and in others "one-off" projects such as an "activity week" have been organized as a means of starting on the road of change. The school has provided parents, fellow teachers and school governors with fitness tests and practical information on how to get started on an active lifestyle. The message is clearly active, and there is a broad range of activities from which to choose.

Physical education is a subject which has a great deal to offer everyone, not just those people who have been talented with specific motor skills. As in all subject areas, those gifted individuals must have the opportunity to improve upon their performance. However, instead of allowing the heads of the minority to dominate the programme, there are exciting initiatives taking place to provide all pupils with the opportunity to lead an active lifestyle.

Teaching styles in future physical education programmes should reflect a more pupil-centred approach to learning, where pupils can experience some form of success and acquire a more positive self-image as far as physical activity is concerned. A positive self-image is much more likely to lead to regular participation in activity, and thus enhance the quality of an individual's life.

For further information about the work of the Physical Education Project, please write to: Ms Fiona Dowling, HECPEA, Health Education Project, Department of Physical Education and Sports Science, University of Technology, Loughborough, Leics LE11 3TU.

Mr Mick Mawer/Mr Mike Stann, HECPEA, Happy Heart Project, Department of Education, University of Hull, 175 Cottingham Road, Hull, N. Humberside, HU6 2PH.

EXTRA

Does careers education have a future?

# Patterns of change

BARRIE HOPSON  
MIKE SCALLY

**C**areers education has consistently remained a Cinderella in the school's capitation awards. A recent report from the National Association of Careers and Guidance Teachers (NACGT) shows that 31 per cent of schools do not provide careers education for all third year students, 16 per cent do not provide it for all fourth years, 15 per cent for all fifth years, and 47 per cent do not provide it for all sixth formers. Where it is provided it averages out at less than 20 hours per year. Forty-one per cent of careers teachers have had less than five days of in-service training.

Why is this, at a time in our history when radical changes are taking place in our concepts of work and careers, and dramatic and exciting developments are happening in industry?

Through some of our contacts in schools we know that a great deal of exciting careers work is taking place outside careers lessons. Are these new developments simply bypassing "careers education" as it has been traditionally defined? Is the concept of "career" not the appropriate starting point any more? Before addressing these questions let us examine some of the major trends in thinking and practice around "work" and "careers".

In the information era it is no longer relevant to equate work with a job. We have only used the words simultaneously during the industrial era. What we take for granted as normal has had only a short historical lifespan: most people leaving their homes to "work", with the consequence that those who stay behind or have no workplaces to go to are considered to have no work; the norm being considered to be the 48-48-48 model - working for 48 hours a week, for 48 weeks a year for 48 years of your life; where it has been primarily men who "work" and women who don't looking for a job for life; getting income only from employment; finding life security from a promise of employment security; obtaining one's social status from one's occupation; we become our jobs - he is a plumber, she is a teacher; they are motor mechanics.

The new world of microchip robots and electronic communication on the one hand - "high tech"; and that of increasingly strong desires for personal fulfilment, individuality, a balanced lifestyle, enriched human relationships on the other - "high touch", is requiring us to radically examine industrial era assumptions.

The changing demands of organizations have developed so rapidly that we are still left with an educational system carrying the industrial era legacy. This is not another swipe at teachers, for they themselves are often trapped in systems which do nothing to develop and reward any of those characteristics. Some local education authorities and school structures are like a living museum of exhibits from the industrial era!

What does the new era hold for work and careers?

**Paid work and unpaid work**  
Increasingly we will recognize the value of work as a socially valuable activity, be it paid or unpaid. Everyone needs work, not everyone needs nor wants a "job" - and certainly not a full time one.

**Career patterns**  
Already there are a multitude of career patterns. Ten per cent of the employed population is self-employed, 20 per cent are employed for less than 20 hours a week. People move in and out of jobs, unemployment, training, retraining. They make major career changes, take early retirement, or stay - if they can, until after mandatory retirement. Job-sharing, sabbaticals, secondments, job-swapping, flextime and flexplace are all becoming commonplace. Not everyone wants upwardly mobile careers, and that is a blessing in the new era. Not everyone wants a full time job, nor even a job at all, and that also is a blessing.

**Sex roles**  
Two out of every three employees are women. Three out of every five married women under 60 have jobs. On average, women are likely to be out of paid employment for a third of their lives only when forming a

family. Married men with a wife with no paid work and two dependent children (the so-called norm) make up only five per cent of all households. One in five households now have the wife as the principal earner. These statistics demonstrate just how far the traditional roles are being eroded, although there are still many hurdles before there will be equality of access to lifestyle choices for both sexes.

**Security**  
Security must come from within, through knowledge of our skills and values and a personal vision which is unique to each of us. Security in the industrial era was based on having a trade, or a profession, or a job for life. Security also came from knowing one's place in the social order, from having stable long-lasting relationships and stable families and living in communities which changed little and only slowly. Now the only constant is change and the former sources of security have crumbled. Robert Nathan (*How to Survive Unemployment*, IPM, London 1981) warns adults: "The so-called security of the past cannot be trusted any longer. Reward for long service cannot be expected as a matter of course. You may receive but you should not organize your life as if you were bound to happen. Security today lies in reformulating your attitudes so you are ready for change. This implies a need to:

- know yourself, your capacities and your interests
  - identify the anchors and supports in your life
  - be aware of the way you typically react in difficult situations
  - be prepared to stretch yourself and develop your potential
  - be ready to take advantage of opportunities when they arise
  - be willing to consider alternative activities
- Nathan is pointing out that security lies in "multipotentiality", not being single-track, and not in putting all our eggs in the job or company basket.

**Self-management**  
"Good" employers used to offer "womb to tomb" riches to their workers. We are now working with top companies who offer a very different, clear message to the many thousands they employ. This message says:

- the future is not what it used to be; thinking in terms of permanence for anybody is not part of the future;
- flexibility, adaptability, being ready for innovation and a range of skills are the tool kits of today;
- there are very few, if any, straight tracked, vertical routes to "the top";
- up is definitely not the only way;
- we believe in, encourage and promote self-management in your career. These companies are investing time and money in training people to become self-managers in career terms. They are helping people to help themselves. The best careers education in schools has always done that, it now needs to be a universal approach.

**Computers**  
Professor Stonier once talked about an education system based on a computer and a "granny". The technology would supply all the information component in education and the "granny" would provide the cultural wisdom. We are not far from a future in which careers information and decision making will be available on interactive computer programs, to adults as well as young people. Programs and systems such as CareerBuilder 2, the UK's first interactive career development program for adults (produced by Lifescills Associates), Microdoors, ECCTS, MARIS, J110-CAL, etc are the forerunners of what will clearly be a vast range of computer-assisted careers guidance aids.

This process does not necessarily render the careers teacher and careers officer redundant. It does mean they have to be much more than information providers, which was their primary role in traditional career guidance.

ence. They have to "reach the parts the computers never reach", and become skill developers. We have to fill the knapsacks of future work-hunters with skills such as:

- how to develop networks
- how to be entrepreneurs
- how to be proactive rather than reactive
- creative job search
- how to manage change
- how to learn
- how to learn from experience
- how to build support
- how to review your life and make change happen
- maintaining self-esteem and confidence

These skills and others like them will be vital not only for young people in the future but also for careers teachers and careers officers themselves. They all face the same future and similar career challenges. The progressive parts of industry are investing in training people to be self-managers of their careers, local education authorities and schools should be doing the same.

**Implications for careers education**

We believe that schools have a vital role to play in helping students to become more self-empowered. To do this requires a sizeable commitment to the development of vital life skills. This is the responsibility, not only of careers teachers, but of all teachers. Careers teachers have a vital role to play in preparing young people for these new concepts of work and careers. That means that through training and exposure they themselves must be alerted to the major changes happening in our industrial and commercial organizations.

If it is not about that message across the staff room and educational community they will find that the crucial part of "careers education" will have been taken over by the personal and social education departments and they will find themselves relegated to the state of the 1950's careers teacher - the person with the booklets on jobs - even though the information they keep may be stored on a computer.

Dr Barrie Hopson and Mike Scally are co-founders and joint managing directors of Lifescills Associates Ltd.

The Groundwork approach



## Out on the town

GILLIAN THOMAS

**E**ating hamburgers in Leicester Square and seeing Lionel Blair in his white Rolls-Royce were among the highlights of a five-day visit to London for a group of 16 to 17-year-old YTS trainees from Peterlee Development and Training Association, County Durham.

For most of the 20 girls and two boys, it was their first time away from home. Throughout, there was a deliberate emphasis on coping with new situations and learning from experi-

ence, so it was much more than just a holiday. It was organized as part of their YTS training by Groundwork, a small independent project which specializes in tailor-made residential courses with an analytical lifescills approach.

Based in Grange-over-Sands, Groundwork was set up four years ago by John Hunt and Penny Hitchin who previously ran a social education programme for unemployed teenagers for the Community Task Force in Cumbria. They were convinced that the scope of both activity holidays and school journeys could be broadened: "Residential trips offer enormous potential for introducing adolescents to the basic skills they need to cope with life", explains Penny. "These range from very practical things like budgeting and cooking to more fundamental ones like working with others, setting targets and planning how to achieve them."

"Our approach is to get the participants to plan their own course and take responsibility for how it turns out - basically learning from experience rather than being taught. Most children get very little practice in either of these vital areas." No matter who the members of the group are or what the theme is, Groundwork applies the same approach: personal development through the experience of working with a group.

Kevin Paton, the Peterlee YTS co-ordinator, hoped his group would gain a realistic picture of what it was like to live and work in London. Two planning meetings were arranged by John and Penny beforehand. They divided everyone into three groups and got them to work out their own programme with the help of maps and tourist information. Each group had a strict budget - £3 a day per person for activities and transport and £3 for food. Groundwork booked the minibuses and hotel accommodation in Hampshire.

Immediately everyone began by regarding the trip as a holiday, but they were soon caught up in its broader aims. The groups met back at the hotel after tea each evening to discuss what they had done and to plan the next day. Some found this a boring chore, but it undoubtedly succeeded in getting them all working together.

After two days they had not only mastered the Underground, but had learnt some harder lessons too, especially the cost of everything from food to entertainment. For instance, they had been advised by one in the group

continued

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EXTRA

## Developing life skills through an enterprise module

# Learning by doing

PAUL CURRY

Life skills by their very nature cannot be taught in a didactic fashion. They have to be developed and practised through experiential learning techniques or "learning by doing".

Some important social and life skills can be identified as:

- working as a team
- solving problems
- coping with success and failure
- developing self-confidence and self-reliance
- assuming responsibility for decisions
- formulating ideas
- communication and numeracy
- effective budgeting

What becomes important therefore is to identify suitable activities that can be used to develop some or all of the above skills, allowing young people to be better prepared in making the transition from school to adult life.

One suitable activity which can develop all of these skills is a mini-enterprise project. It might be organized in the form of a module in a social and life skills programme. Enterprise work is all about young people taking responsibility for their own learning in setting up and running a company to provide a product or a service. The degree to which the company is successful will depend on the interaction of company members developing ideas, conducting market research, preparing a business plan, raising capital, organizing production, selling and completing accounts.

Such a project may also equip young people with some specific and transferable vocational skills together with a greater awareness of business. The degree to which vocational skills will be developed depends to some extent on the age group involved and the particular product or service supplied. However, it is possible to provide a rationale for mini-enterprise in terms of three broad objectives:

1. Education through enterprise - using enterprise as the vehicle for the acquisition of social and life skills;
2. Education for enterprise - the acquisition of those skills necessary to start and run a business;
3. Education about enterprise - gaining knowledge about how a business is organized.

Since these objectives are not mutually exclusive, an emphasis on education through enterprise in a life skills course would also allow the other two areas of skills and knowledge to interact.

How could an enterprise module be organized? Ideally about eight weeks or half a term provides a useful timescale on the basis of half a day's teaching per week. There are also certain key stages to be followed in organization which can be summarized as planning, preparing, promoting, running, assessing and evaluating.

Planning the scheme will ideally involve a team of teachers from complementary curriculum areas eg craft-based (for product design and development) economics-business studies (for market research, selling and promotion) and maths (compiling the business plan, balance sheets etc). Since most teachers will not be small business experts it may be possible to gain additional human and physical resources.

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sources by involving local industrial and community representatives in the planning stages.

Preparation activities may include visits to local businesses, the generation of product and service ideas and some market research to validate these ideas. A local business person could be invited into school to present a real work-related problem for pupils to solve. By role-playing in this way young people are able to get the feel of the process of making real business

of school and into a local shopping centre where a market stall could be set up. This makes the mini-enterprise more "real" and customers will buy products on their merits rather than out of loyalty to the school.

Promoting the mini-enterprise is important to establish a market and this can be done in a variety of ways. Posters, letters to parents, newsletters and newspaper articles written by pupils are all common methods which may also be possible to involve the music department in the production of an advertising jingle which could be sent to a local radio station.

All this may sound interesting enough, but what teaching resources are available to provide a framework for activities during such a module?

One of the emerging leaders in terms of material resources is the *Enterprise* teaching pack available in 14-16 and 16-19 versions. Now in its third edition, over 4,000 copies have been sold to schools in England and Wales. The pack provides a series of activities related to planning and running a mini-enterprise together with a comprehensive set of teaching notes.

Another popular resource is *The Mini Co. Kit* published by Logos which provides a good guide to organization and roles in a mini-enterprise related to a shares model. Also useful is the "Young Person as Producer" module in the "Understanding Economics" materials also published by Logos. Assignments related to market research and constructing simple business balance sheets are included.

Finally the *Mini-Enterprise in School* Project, based at Warwick University, offers a network of regional co-ordinators who can provide help and advice to anyone thinking of setting up a mini-enterprise. The project has recently produced a video with teachers' notes called "Enterprise in Action" featuring the key stages in the planning and running of a large cross-curricular scheme in South London.

Perhaps this aspect of a social and life skills course can be best justified on the grounds that we continue to consider an "employee" culture among school leavers: in general they expect someone in the outside community to provide them with a job. There can be a strong case for exposing them to the notion of self-employment as an alternative to that at some stage in the future this becomes an option that number might wish to pursue.

Paul Curry is the South East Co-ordinator for the Mini-Enterprise in School Project based at Haringey 14-19 Centre, Resource Base in North London. He is author of "Economics: a comprehensive approach for GCSE". Bell and Hyman 1987.

Capital for the enterprise can be raised in different ways, the most popular being a bank loan and/or issuing shares. In either case a business plan will have to be prepared justifying the proposed capital sum to be borrowed. Currently the National Westminster Bank is offering cheap overdraft facilities to school-based businesses and providing a cheque book for the capital to be spent. In this scheme it is the bank not the teacher that bears the financial liability if the enterprise goes bankrupt!

Production may be geared to particularly active market periods such as Christmas and may be intensive (suspending the timetable over a week for example) or continuous (a half day a week over a period of weeks).

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## Budgeting, credit and debt

# Off the never never

PAULINE BUTT

It is reputedly the fastest growth industry of the Eighties. Our American cousins have prospered through its use for many decades. Today it would not be a revolutionary idea to change the old adage "health, credit and happiness", but how true would the last sentiment be in our modern-day society? Increasingly we hear of business bankruptcies and in the domestic market of the misery of thousands of consumers who have over committed themselves to credit deals.

It would be futile to blame this state of affairs on the well-organized and powerful companies, who apparently have discharged their social responsibility by offering easy and attractive credit schemes to susceptible consumers. However, unfortunately traders have also been forced into the plastic credit card market in order to remain competitive.

There are few among us who do not know of somebody who is experiencing financial difficulties. Once trapped in the web of debt the social cost can be high and the irony of the situation is that not many people are aware of their rights which they can exercise to help solve their dilemma. Hence vulnerable consumers tend to get themselves deeper into debt by either trying to consolidate their commitments at extortionate interest rates or going as far as to commit fraud to obtain additional loans to pay off initial debt.

Thus because credit and debt tend to be rapidly increasing it is imperative that any Life Skills course delivered in our classrooms should include "debt control". If pupils are to be adequately prepared to make decisions affecting their lives.

In producing such a programme we must be aware that although many young people are "street-wise", their general knowledge of the commercial world is very limited. In a scheme of work covering debt control there are three main teaching strategies that could be used to tackle this area. We need to teach young people:

1. How to budget effectively
2. How to find their way through the maze of credit
3. How to implement their rights in times of debt

Budgeting can be introduced in the classroom as a personal experiential learning exercise. In getting young people to understand the value of money they could draw up their own income and expenditure cash flow analysis for a period of time:

John's monthly budget

| Income               | Expenditure            |
|----------------------|------------------------|
| Pocket money         | Sweets                 |
| Paper round          | Snacks                 |
| Gifts                | Entertainments         |
| Bus and dinner money | Audio visual equipment |
|                      | Clothes                |
|                      | Toiletries             |
|                      | Bus fares              |
|                      | Savings                |
|                      | Miscellaneous          |
|                      | balance                |
|                      | carried forward        |

After pupils have been given an opportunity to look at their own situation perhaps an exercise could be devised projecting how they would budget their income at work. Most young people today have some knowledge of the Youth Training Scheme and a realistic approach would be to ask them to draw up a budget based upon a Training for Skills allowance of £27.30 per week. Although to many this sum may appear to be a fortune, it would not be long before they realised how limited their funds were in meeting their new needs at work and leisure. A class discussion could be organized as to how they could finance this new area of expenditure, which should consequently bring them into the complex world of credit.

The whole area of credit is so vast and complicated by a mass of legislation that it would be impossible to cover both commercial and consumer credit. Therefore although young people should be made aware of the economic implications of national debt, it would be wise to confine attention to personal debt (bank loans, credit cards, hire purchase, etc.)

For many young people their first credit commitment is a personal credit card. It is important that they understand the implications of this commitment.

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Insurers "Money Management Review" No 10, Spring 1984, upon which this article was based.

A final thought to ponder over. What is the price of credit even to the cash purchaser? If traders are forced into the plastic card money market they will incur additional costs, to cover for the extra paper work and commission they have to pay. Thus, are these costs passed on to the consumer in higher retail prices?

## CREDIT yourself with being well informed

**Credit**  
a) How is credit created?  
b) What is credit?  
c) Have the goods now and pay at a later date?  
d) Is it better to wait and pay cash?

**Teacher input**  
**R**ights  
Under the 1974 Credit Act what are your rights in relation to:  
a) Restitution of goods?  
b) Cancellation of agreements?  
c) Termination of agreements?

**Citizens Advice Bureau**  
**Money Advice Centres**  
**Consumer Advice Centres**

**Experience**  
What have I learnt?  
a) Shop around for the best credit deal  
b) Caveat emptor - buyer beware. Never sign a credit agreement before reading it  
c) Always budget both short and long term for credit.

**Pupil input**  
**D**ebt  
a) Why budget before taking out credit agreements?  
b) How will you cope if you have credit commitments and your income is cut?  
c) What are the likely consequences of falling into debt?

**Contact the leader**  
**Local Law Centre (CAB)**  
**Accountant - Solicitor**

**Interest**  
a) What is interest?  
b) Is plastic money free?  
c) What is the "Annual Percentage Rate" and how can this be used to compare credit agreements?

**Money shops - banks**  
**Consumer Advice Centres**  
**Citizens Advice Bureau**

**Types**  
a) What are the different forms of credit?  
eg HP credit sale, trading credit, mail order, charge card, credit cards, personal loan, bank loan, overdraft, budget account.  
b) Under each form of credit what right of ownership do you have?  
c) What are the main advantages and disadvantages of each form of credit?

**Banks, building societies, finance houses, retail stores, Consumer Advice Centres**

**Me Pauline Butt is responsible for Careers Guidance and Business Studies at Vincent Thompson High School, Exeter.**

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Clifford Johnson, Stephanie Marks, Margaret Matthews and Jenny Pike

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Kevin Brownridge and Steve Harris

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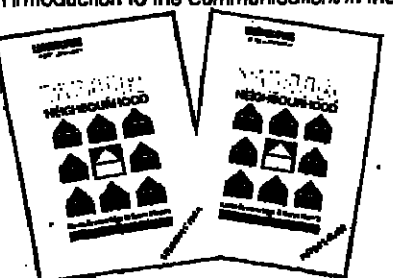
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0 340 38129 9 Ilus. September, £22.50

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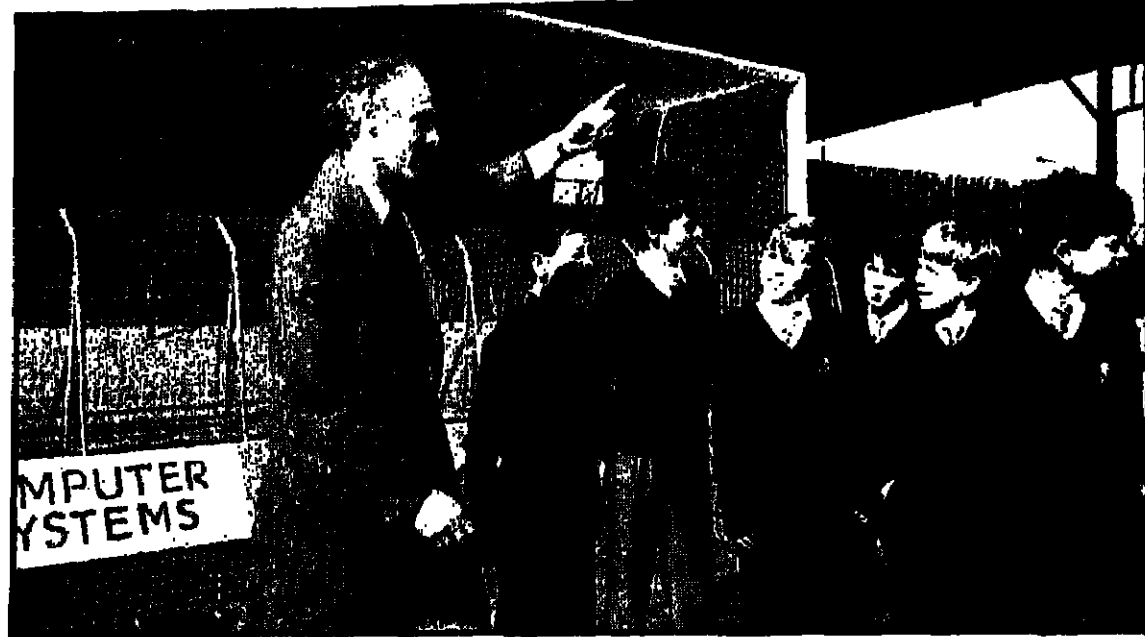
## Life skills with a football bias

St Michael's Catholic Comprehensive, an 11-16 Cleveland County Secondary School, has recently pooled ideas with Middlesbrough Football Club to produce a Life Skills programme which contributes valuable material to the curriculum.

The idea for the project originated on a gloomy Saturday afternoon in November. Two teachers from the school, Tony Maxwell and Eddie Curran, were at a Third Division game, and read with interest manager Bruce Rioch's column in the match programme. In this the former Scottish international expressed his concern about the behaviour of some young supporters. Although agreeing that such measures as segregating fans and marching supporters from the station to the ground were regrettably necessary, he concluded his article by suggesting that there might be other more constructive answers to the problem, including getting as many young people as possible to understand the workings of a football club.

Encouraged by this positive way of thinking, Eddie Curran wrote to the Club, suggesting that a way forward might involve the Middlesbrough team working alongside teachers in local schools. A meeting followed, and the end result is the establishment of a 10-lesson Life Skills programme for secondary boys and girls of all ages and abilities. The Club agreed to support these lessons by visiting the school with management and players, to tell pupils about the set-up in a professional team, to describe what is needed to be a successful player, and to emphasize the part they tried to play in the local community.

As Life Skills at St Michael's is still evolving, this collaboration was most welcome. From the Club's point of view, anything that allowed them to work closely with young people was seen as a step in the right direction towards encouraging people to realize that football clubs were responsible organizations with a positive role to



Middlesbrough Football Club official Mick Brown explains measures taken to ensure the safety of fans

## Kick-off with the Boro

JOHN GOLDS

play in encouraging supporters to behave in an acceptable way.

The first lesson of the scheme involved pupils writing to members of the Club, inviting them into the school to talk about how a professional club is run. Writing to a real, as opposed to an imaginary, person turned out to be an exciting activity for many of those involved. The second lesson followed this up, and involved the planning needed in meeting and caring for a visitor. Pupils worked in pairs for this, and class discussion meant that every one had a fair idea of the sort of courtesies that had to be extended to any outsider entering the school.

When the management and playing staff arrived for their meeting with the hundred youngsters involved in the scheme, some of the pupils, chosen at random, had a chance to put their plans into practice. The third and final preparatory lesson was based around interview skills. Again working in pairs, the exercise consisted of ques-

tions for favourite players being made up and then acted out in role-play in the class. As well as helping with oral skills, on the day of the visit pupils were able to ask many of the questions they had prepared in these earlier sessions.

This preparatory work was completed by both first year and fourth year groups in their Life Skills lessons, and it was these pupils who sat in on the session that the football club staff gave when they visited the school one Wednesday afternoon. This took the form of a talk, first of all, by some of the players, training staff and administrators, on the pleasures and penalties of being involved in the game at a professional level. Especially fortunate was the fact that one of the visitors was an ex-pupil, Tony Hall, and in the question and answer session which

followed, he was able to stress that Bruce Rioch insists on a code of self-discipline among players as one way of gaining success on the field. It also became obvious to pupils that bad behaviour by fans of any age had no place in the Club's scheme of things.

The visit was a huge success, and was followed up by groups of pupils being taken to Ayrton Park to see the stadium, the six follow-up lessons also went well. One of these used problem-solving and brain-storming techniques used in other Life Skills lessons to look at soccer violence and how to make the game more popular for families. In the same way, another lesson looked at the need for rules in football as a prelude for the need for rules in school, society and the home.

Other work included designing a fitness programme relevant to the needs of a teenager; inventing a soccer board game ("You get penalized for committing a foul: go back three

spaces."); and keeping a diary about on a week in the life of someone at the Club.

Getting involved with the local club was an experience greatly enjoyed by the pupils of St Michael's. For the reason alone, the experience was worthwhile. There have, however, also been other advantages. For example, the school in its teaching of Life Skills. This is a subject where the curriculum has yet to be fully thought through. A scheme like this, however, a very specific area, allows staff to experiment with ideas in the knowledge that what is done will be accepted by teenagers as relevant to their needs, as well as good in itself. It has meant that a football club with a desire to work closely with the community has gained at the starting-point - in the school where many of their fans are found.

This scheme attracted considerable publicity in the local press, and led to other schools taking part. Those who have participated have been the Life Skills lessons used at St Michael's, and some have also been visited by players from the Club. Another bonus has been the allocation of a page each home game in Middlesbrough's match programme to feature facts about football in the town most recently visited. The commercial manager, Alan Stevenson, has made clear that the intention here is to encourage all youngsters who play football, and not just those who play for the club, to play a part in the club's scheme of things.

Whether or not such involvement with schools and Club leads to a decline in some of the unacceptable behaviour witnessed at certain football matches remains to be seen. A more certain conclusion is that pupils at some Cleveland schools have gained out of their Life Skills lessons, because members of Middlesbrough Football Club have been willing to give up their time in order to work closely with teenagers.

Anyone wanting a copy of the Life Skills lesson notes mentioned above can obtain one by sending a large SAE to: Mr J. Golds, Head Teacher, St Michael's School, Beamish Road, Middlesbrough, TS21 3DX.

John Golds is head of English and Life Skills at St Michael's Catholic Comprehensive School, Cleveland.

## Chambers Teenage Information

"Challenge myths and mores and present information in an accessible style".  
Health Education Journal  
Available June/September  
AIDS  
From and David Kilgus  
Personal information and advice on sexual  
physiology, transmission, consequences, attitudes.  
0 350 73222 2

## All About Sex

Andreas E. McCormack and  
Elizabeth McCall Smith  
Description of development, emotional difficulties,  
sexual relationships, etc.  
0 350 73222 1

## Available Now

## Getting A Job

Wendy Wood  
Practical, useful information, hints, sample letters,  
CVs, interviews and interview techniques.  
0 350 73222 6

## Families

Angela Mitchell  
Exploring, surviving and enjoying family life of  
every kind.  
0 350 73222 5

## On The Road

Alexander McCall Smith  
Practical advice and private messages in, travel,  
motoring, etc.  
0 350 73222 4

## All About Drinking

0 350 73222 1

## Healthy Body Book

0 350 73222 8

## Leaving Home

0 350 73222 2

## Personal Relationships

0 350 73222 6

## Smoking - What's In It For You?

0 350 73222 7

## So You're Adopted!

0 350 73222 5

## So You Want To Try Drugs?

0 350 73222 2

## What About The Law?

0 350 73222 1

## When Parents Split Up

0 350 73222 6

## Who Do You Think You Are?

0 350 73222 2

## And Do You Have Much Choice?

0 350 73222 1

Life Skills 100 pages, 10 x 10 cm, 100 illustrations  
0 350 73222 1

Information copies available from  
Life Skills, 100 pages, 10 x 10 cm, 100 illustrations  
0 350 73222 1

The Building Lifestyles project  
Making contact

SUE PATCHTON

Strong regional identities have always been a great cultural polarizer in Britain and north-south differences are to be found in many countries. Today, however, a growing number of them, reinforced by the media and entering into everyday parlance, seem to be hardening this divide into an unhappy caricature of poverty and unemployment in the north, with a juxtaposition of the south, a moment's clear thinking will perhaps modify these preconceptions, but it is still disconcerting to realize that children in one part of the country believe that their counterparts in another are world apart.

Addressing this balance, the Building Societies Association has been working with teachers from primary and secondary schools in the north and south of England on a project which attempts to bring knowledge and skills relevant to everyday life firmly into the centre of the curriculum.

The project, called "Building Lifestyles" and has been developed by a team of teachers and pupils from Elton High School and Heston Park Country Primary School in Heston, Greater London, and from St. Paul's School, Heston, Greater London, and from St. Paul's School, Heston, Greater London.

Teachers from participating schools have already closed the north-south divide at workshops in York and through visits to each other's schools. The project is now being extended to other schools in the north and south.

In anticipation of a residential exchange which will enable them to find out for themselves just what life is really like elsewhere.

The launch of the project took place in January 1987 and brought together primary and secondary schools in a number of joint activities. In the south, pupils collected a wide variety of materials, such as empty yoghurt packets and egg boxes, over several weeks. On the day of the launch, armed with paints, scissors and glue, parents, teachers, school governors, pupils and members of the local community worked together to build a high street of shops, houses, building societies from each other.

As a result of the project, teachers have been seconded and promoted, co-operation has been close and fruitful, stereotypes have been challenged and a real appreciation of different viewpoints and lifestyles has emerged. The network of individuals and organizations involved in the project has grown considerably since its early days and is continuing to expand. The project has benefited greatly from the support of headteachers, governing bodies and local administration and discussions are now about to take the project even further afield with funding from the BBC.

Cross-curricular, cross-phase and cross-county links have been firmly established and will, by all accounts, continue long after the initial project has come to an end. In Merton, the education department is investigating the possibility of developing the project throughout the authority to enhance the difficult cross-phase transition between primary and secondary education. Local TVET courses will be built into the project. HMI have also taken an interest in the project and will be visiting the northern schools to evaluate the impact of the project on curriculum and staff development. Staff and children have been interviewed on BBC Radio's "Education Matters" programme and a number of television channels have expressed an interest in following the project's progress.

and between subject areas. An interim report from Merton's Primary Inspector, Tony Ford, emphasizes the success of attempts to teach across subject barriers, the increased regard shown by both parents and the local community for the schools as a result of the project and the beginning of a new co-operation between teachers of all age groups which has "satisfied teachers in that which unites teachers is greater than that which divides or distinguishes them from each other".

Through the Building Lifestyles project, teachers have been given an opportunity to examine the curriculum which can be made to fit the needs of the local community. The project is committed to developing a responsive and responsible relationship between education and the local business community. Its educational liaison policy is geared towards encouraging young people to become informed, aware, confident and successful in a world of increasing complexity.

With professional expertise being brought to the home, money management services to people, the building societies have a particular interest in the project. Building societies are now working with local schools to help teachers prepare their pupils for the world of adult life. As one teacher says: "Building societies aren't about money."

Further information about the project is available from the Building Societies Association, 3 St. Paul's, London, W1X 1AF (Tel: 01-474-0111).

one of the most imaginative and successful approaches to schools in links in recent years. The Building Societies Association have been supported and guided in their endeavour by SCIP co-ordinators, Bob Dawson and Mary Burroughs, who within their respective areas, SCIP, the School Curriculum and Assessment Authority, and the Department of Education, have worked with a number of industrial and educational partners. It currently reports around 80 co-ordinators working at some 60 L.O.s and, through the use of a wide range of innovative learning techniques, bringing to school pupils a wider understanding of modern industrial society.

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The class, a group of top juniors, was asked the question: "Suppose you wanted to put an advertisement in the paper. For example, you wanted to tell people how they should look after pets and where they could obtain information about this. But, and this is important, you had no money to pay for the advertisement. What might happen?"

The pupils made several suggestions: the newspaper could, for example, offer a little advertising space on the back page, using small print; or the newspaper owner could make an offer of hire-purchase so that weekly payments might be made. Another response, certainly direct and unambiguous was: "It's just too bad. No money, so no advertisement." Perhaps the most perceptive response, however, came from the pupil who observed that the newspaper owner had a problem also: "If the owner allows some adverts to be free then other people won't want to pay."

The discussion was part of a short topic on the mass media. One particular concern was to see how it might be possible to introduce economic concepts into a piece of primary topic work. It will be recalled that it was Sir Keith Joseph who had urged schools to provide pupils with awareness of the "wealth creating role of industry". Similarly, in the HMI Discussion Document No. 2 *The Curriculum* from 5 to 16, there is the suggestion that teachers should seek to develop pupils' awareness of economic matters by helping them to "understand the part played by industry, trade and commerce and services in sustaining the economic, social and cultural life of society; that while they are governed by forces such as supply and demand they are in turn sustained and shaped by the quality of human actions". Part of the teaching of the topic, therefore, was designed to see how this might be done. But why choose advertising?

I think one reason might be that this particular aspect of the media provides an appropriate context in which these ideas can be introduced and explored. Secondly, it allows the teacher to tease out the links between the commercial realities of the world of work and important ethical positions. The suggestion is that this sort of analysis differs from that more usually found in school when advertising is considered.

Commonly, for example, when talking about advertising, children may be asked to draw posters. Sometimes there may be a class discussion about TV adverts. Both activities are likely to interest the pupils: certainly to ask the children to describe advertisements which have made them laugh is an entertaining way of developing

## Significant economic ideas do not have to be left till later



## Primaries and principles

JOHN ROWLEY

language skills. It is possible, however, to help the children make a more systematic and rigorous analysis of advertisements and advertising; in particular this requires an understanding of the economic function of advertising.

This idea can be put another way. The primary function of advertisements is to persuade people to buy; to persuade them to buy is to maximize profit, to maximize or increase its circulation. This is absolutely crucial. Once circulation begins to fall then advertising revenue will begin to fall and, finally, people will lose their jobs.

As it is possible for primary school children to grasp these ideas? Interestingly, one of the suggestions, in what is perhaps the most significant recent texts on topic work, *Place, Time and Society*, suggests that ideas relating to the media should come when children are older. Further, the same HMI document suggests that children need

newspapers which carry a large number of advertisements are likely to be earning more money than those who do not. The major concern of newspaper management, if it wishes to maximize profit, is to maintain or increase its circulation. This is absolutely crucial. Once circulation begins to fall then advertising revenue will begin to fall and, finally, people will lose their jobs.

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to have their awareness of the world of work built upon so that a more profound understanding may be developed at secondary level. I would wish to express unease with both these positions and to suggest that it is possible for primary children to consider the relationship between economic processes and social consequences.

First, what is required is the selection of important concepts such as ownership, profit, loss, cost, and subsidy. Some teachers might object to these ideas on grounds of difficulty but it is hard to see why. On the face of it they seem relatively simple: at one level the profit on one's labour is what money is left in the pocket after everything else has been paid for. In addition, "profit" seems to be both easier to pronounce, spell and understand than, say, "retailisation", and other such difficult words whose usage is commonly taken for granted in

school. Profit is also a very useful concept in that it can help children make sense of their environment. For a start, it helps to explain why people act as they do and shows that the actions of ourselves and other people are not simply random. I asked a group, "What might a newspaper do to increase sales of the paper?" Back came the reply: "Introduce Page 3". Perhaps, after all this is what Sir Keith was after.

The second main point is that using economic concepts does provide lots of opportunities for problem-solving. One sort is largely mathematical. For example: You own a newspaper and decide to sell each copy for 10p. You sell 30 copies. How much money do you get from customers? This sort of question can be made difficult in two ways, either by making the numbers bigger, or by introducing new ideas, such as: it costs you 15p a copy to get your paper to the newspaper shop ready for the customer. The customer is unwilling to pay more than 10p per copy. What will you do? Such questions may seem straightforward enough but they can provide valuable ways of getting children to talk through the mathematical activity.

The other sort of problem-solving which such concepts admit relates to social and ethical matters. The appropriateness or otherwise of Page 3 is but one example. There are other problems or dilemmas which can be developed. For example, the pupils, working in pairs, were asked to write down their thoughts about the following question: Are there any items which you think ought not to be advertised even though you, as owner, will lose money?

Pupil: I think you should have put cigarettes don't you, because it's bad for people if they smoke?

Later, the class suggested advertisements by scientists needing animals to experiment; alcohol and other drugs. Advertisements for sports, on the other hand, were seen as acceptable. Pupil: It's really up to them. Pupil: Can't really say it's addictive. Smoking was different though. Pupil: Smoking will harm others therefore it shouldn't be shown.

It there is a general point to come from all of this it is that primary school children are capable of dealing with important issues of principle; that significant ideas do not have to be left "until later". Enhancing the economic understanding of our pupils could be one important way in which this capability may be developed.

John Rowley is principal lecturer in the School of Education, Trent Polytechnic.

## Packing it in

Assignments in Social and Life Skills.  
By Brenda Maxfield and Maureen Oddy

Book price £35  
Edward Arnold, 41 Bedford Square,  
London WC1B 3DQ.

Inside Information.  
By Pip Brown, Carolyn Watton, Stephen White and Chas White (editors)  
Book of master sheets; Book of statistics (also available separately at £5.75); "Library Catalogue" chart; "Finding Information" chart (also available at £2.25 each plus VAT or £4.75 plus VAT for the two); "Study Planner" year chart (available separately at 50p plus VAT) £19.75

Carol Press, 13 Bowman Street, Carlisle CA1 2HD.  
Game for Life: an Education Pack for Young Consumers  
£15 plus VAT and postage  
Get It Right  
VHS Video  
£15 plus VAT and postage

Mid Olamorgan Consumer Protection Department, Forest Grove, Treforest, Pontypridd.

It is increasingly common nowadays to find social and life skills material in the form of large resource packs on which photocopying restrictions have been waived. There are advantages and drawbacks to this. On the one hand, the teacher has a fund of material which can be reproduced without fear of penalty; a welcome development. Less happily, perhaps, the material is often of a low standard and is often out of date.

Further information about the project is available from the Building Societies Association, 3 St. Paul's, London, W1X 1AF (Tel: 01-474-0111).

## Values

Six Simulations  
By Ken Jones  
£12.50 0 631 901345  
Blackwell, 108 Cowley Rd, Oxford  
OX4 1JF

Six Simulations ought to create a lot of interest for those teachers who want to introduce simulations into their English, communications or media studies courses as well as social and life skills programmes. What is particularly appealing about this collection is that it is designed to work successfully in mixed ability groups and to attempt to break down other barriers, for example those between the sexes.

In the first part of the book the author clearly states that simulations are concerned with values such as freedom, equality and humanity. "Which involves freedom from tuition and freedom from pupil status, equality of opportunity, equality of sex and race and a respect for the views and rights of others". Thus simulations are different from other educational

exercises manage skillfully to combine entertainment with instruction and all are laid out in an attractively clear format. The otherwise satisfactory teacher's notes might have been more helpful on suggestions for further activities but, this apart, there is little to criticize.

While *Inside Information* gives good value for money, the best by verdict (the *Which?* magazine language is quite deliberate) must go to *Game for Life*, an enormously impressive bumper bundle that illustrates the perils of consumerism for 16 to 18-year-olds. Contained within a durable and attractive ring binder is a comprehensive, well-organized and entertaining guide to earning, spending, shopping and saving, and teachers will relish the plentiful teacher's notes as well as the amusing and inventive worksheets (complete with answers on the reverse).

The only stain on this otherwise admirable enterprise concerns the 40-minute videotape that teachers can use to illustrate some of the points made in the printed material. The 10 short plays are generally witty and reasonably well-produced (especially good is one featuring a Chaplin-like character complaining about his life cleaning), and make their points amusingly.

However, one of the playlets - involving a youngster whose hair is ruined by the hairdresser - goes for the cheapest of laughs at, in the expense of the androgynous grotesque responsible for the disaster. Limp, wit, absurdly miming gait, extravagant pout - all the elements that so offensively make up the familiar, homogenous stereotype are thrown in, presumably without thought for the feelings of those so grossly caricatured. *Caution* - this is the most appropriate response to this thoroughly unhealthy insertion.

Laurence Alster

## Laws

Rachel Duffin's Dog  
10 mins, £25 rental  
Educational Media International, 25  
Belleau Road, London W5 3AL.

Political education begins at an early age, particularly through contact with pets and animals. This video cartoon, ideal for the primary age range, explains how laws are made. Rachel has a rather noisy dog who causes great irritation to a neighbour. He complains, and as a result a law is passed to stop noisy dogs. The idea of lobbying introduced because Rachel's dog is

the Nasty Dog Committee to protest about the law.

This stages of a bill are highlighted in simple terms, such as the debate, committee stage, final debate and the signing by the House of Lords. The roles of government and opposition are also explained. What is certainly political is showing how some people have more influence than others. The awkward neighbour is seen out fishing with a judge, who is clearly a dog lover.

The law is amended so that dogs can be noisy for one day a week. This video is a useful addition to the existing limited resources for early political education.

Richard Evans















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## Education Department

## ALLINGTON SCHOOL

Allington Way, Chippenham SN14 0JS

HEAD OF CARE  
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Required as soon as possible at this weekly boarding/day special school for boys, aged 10-18 years, with learning difficulties and emotional/academic problems.

Salary: RCOO — £3,391-£3,216 per annum (unqualified) £3,925-£3,834 per annum (qualified)

This is a senior post. Previous experience is essential.

There is accommodation available at the school for either a single or a married person.

Further details and application forms from the Headmaster (SAE please), returnable by 29th June, 1987.

## AN EQUAL OPPORTUNITIES EMPLOYER

(14789)

HORNSEY TRUST FOR  
HANDICAPPED CHILDREN26A Dukes Avenue,  
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## require

2 full time  
Scale 2/Scale 3 Teachers

to work with children with severe learning difficulties. This small centre, run by a private charitable Trust, offers a professional and friendly atmosphere with a high staff: pupil ratio and adequate support from a multi-disciplinary team.

For informal enquiries/application form ring 01-444 7241.

(14717)

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HEADSHIPS

continued

**SANDWELL METROPOLITAN BOROUGH COUNCIL**  
**WHITTINGTON GRANGE SCHOOL**  
Whittington, Nr. Lichfield, Staffs.

(Head Teacher N.C. Brown)

Required September 1987 or as soon as possible.

DEPUTY HEAD

TEACHER - Resident.

Salary: Group 4 plus £4,484. Teacher allowance (under national review) less contribution for board and lodging (to be determined locally).

Whittington Grange is a residential special school for severely disturbed boys of secondary age.

Application forms and further details available from the Headmaster (SAE please), returnable by 29th June, 1987.

There is accommodation available at the school for either a single or a married person.

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An equal opportunity employer.

Canvassing of members of the authority will disqualify. (35555) 160025

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## Scale 2 Posts and above

## BARKING AND DAGENHAM

## LONDON BOROUGH OF

## BARKING AND DAGENHAM

## SERVICE

Required for September 1987 or as soon as possible thereafter.

qualified and experienced teacher of the hearing impaired, to work with a wide age range of hearing impaired children in both unit and mainstream settings.

The successful candidate should have a wide age range of hearing impaired children in both unit and mainstream settings.

Salary: £3,391-£3,216 per annum (unqualified) £3,925-£3,834 per annum (qualified)

There is accommodation available at the school for either a single or a married person.

Further details and application forms from the Headmaster (SAE please), returnable by 29th June, 1987.

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## BRADFORD

## CITY OF BRADFORD

## METROPOLITAN COUNCIL

## TEACHING AND SUPPORT

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## KENT

## COUNTY COUNCIL

## EDUCATION DEPARTMENT

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**LONDON W1**  
**QUEEN'S COLLEGE**  
**RESIDENT COLLEGE WAR.**  
**DEN is required for September**

responsible for 80 weekly boarders (mostly girls) in the College Hostel and in overseeing the College housekeeping. Experience essential. Comfortable accommodation and excellent domestic help.

Applications with a full cv and names and addresses of three referees to the Principal, Queen's College, 43/49 Harley Street, London W1, before 23 June 1987. (247823) 184018

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## Other Assistants

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## DEVON

See our advertisement under  
Modern Languages. 184024

**DEVON**  
**TRINITY SCHOOL**  
See our advertisement under  
History. (43977) 18402

**EAST SUSSEX**  
**BUCKSWOOD GRANGE**  
Urkfield  
House Mistress  
An interesting opportunity  
for residential work in  
mixed boarding house of 60  
pupils 10-16. Teaching  
opportunities available.

Good salary and conditions. (55472) 18402

ST. STEPHEN'S COLLEGE  
North Friesland Road  
Procedatain CT10 3NP  
Qualified teachers  
housemistress sought for  
September 1987 for girls  
public school with 100 low  
downers. Preferred subjects  
Korean/Russian  
Home L.I. in accommodation  
with light teaching load and  
pastoral boarding duties  
Salary St. Stephen's Col-  
lege scale dependent upon  
qualifications and experience  
Applications in writing to  
Acting Headmaster with cv  
and 3 recent photos by 26th  
June or soon thereafter  
(358111) 18402

**SUFFOLK**  
**KESGRAVE HALL SCHOOL**

**RESIDENT CHILD CARE OFFICER**  
Applications are invited for the post of Child Care Officer to join a team of Care Staff who

pastoral, social and emotion  
welfare of intelligent boys with  
behavioural problems.

ing Special School with excellent facilities is situated in beautiful Suffolk countryside within easy reach of Ipswich and London. Experience and qualifications preferable, but consideration given to mature applicants with strong personal and necessary qualities to take commitment to a very demanding and rewarding post. Salary according to qualifications and experience.

Do you measure up to the demands of the above post? Write for further details to: 1600 school, 12 R9901. 1600

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**Physical Education**

**Other Assistants**

**LONDON**  
**CHIGWELL SCHOOL**  
(HMC boarding/day - 375  
pup/fee in term fees)  
Required for September 1982  
well qualified teacher of  
games and some class teaching  
of grounds: 2 x 100 yd heated  
all weather surface etc. Sala  
above 1000 ft. Accommoda  
tion available.  
Applications to and further  
details from: The Headmaster  
Chigwell School, Chigwell,  
Essex. Tel: 0270 313965. (354585) 1842

Wells Summer set BAS 231  
HMC GBA  
Co-educational Boarding & Day  
**PHYSICAL  
EDUCATION**  
Required for JANUARY 1988, a Physical Education special.

school); the main girls games are hockey, netball and tennis. Enthusiasm and a willingness to be involved with extra curricular activities are essential.

For further details and an application form, write or telephone: The Headmaster, Wells Cathedral School, Wells, Somerset BA5 2BT, tel: Wells (0749) 72117, as soon as possible.

Closing date for receipt of completed applications:  
Wednesday 1 July, 1987.



# INDEPENDENT EDUCATION continued

**CHESTER**  
THE GRANGE SCHOOL  
Hartford, Northwich CV8 1LH  
Independent Co-Educational  
Grammar School (410 pupils)  
Required for September 1987  
a fully qualified teacher of P.E. and Games  
(if possible), fully qualified  
in P.E. and Games. Ideally  
candidate should have 2-3  
years experience, although  
this is not essential and must  
be capable of teaching on one  
other subject. Salary on Baker  
Scale.  
Applications together with  
detailed CV, telephone number,  
names and addresses of two  
academic referees, s.e.e.,  
should be sent to the Head-  
master at the above address  
(35551) 184224

**LONDON SW15**  
PUTNEY HIGH SCHOOL  
35 Putney Hill, London SW15  
Tel: 01-788 4884  
Headmaster: Mrs. P. A.  
Baker  
550 girls, 130 in Sixth Form.  
In January Department  
PHYSICAL EDUCATION  
Scale 1  
Required for September 1987  
an enthusiastic specialist in  
an enthusiastic specialist in  
ability to teach dance, acrobatics,  
aerobics, health and fitness  
and gymnastics.  
Applicants must be willing  
to participate fully in all  
curricular activities: clubs,  
teams and athletics and must  
have the ability to run athletic  
competitions.  
Apply in writing to The Principal,  
The Old Grammar  
School, Putney Hill, London  
SW15 2NU. (35551) 184224

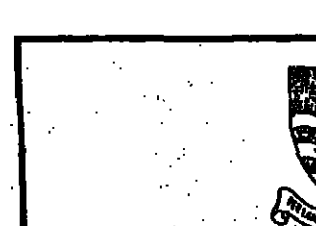
**MANCHESTER**  
WILLIAM HULME'S  
GRAMMAR SCHOOL  
Swinton, Greater Manchester M16 9PH  
Independent Co-Educational  
Grammar School (410 pupils)  
Required for September 1987  
a fully qualified teacher of P.E.  
and Games. Ideally candidate  
should have 2-3 years experience,  
although this is not essential  
and must be capable of teaching  
on one other subject. Salary on  
Baker Scale.  
Applications together with  
detailed CV, telephone number,  
names and addresses of two  
academic referees, s.e.e.,  
should be sent to the Head-  
master at the above address  
(35551) 184224

**SUSSEX**  
RODEAN SCHOOL  
Brighton  
Age range: 5-18  
Number on roll: 475  
Required for September 1987  
a fully qualified teacher of P.E. and Games,  
specialising in Lacrosse.  
The school has a thriving  
and varied physical education  
programme which also  
includes the Duke of Edinburgh  
Award Scheme.  
Candidates for this post  
should expect to be involved  
very thoroughly in extra-  
curricular activities and be  
in sympathy with the de-  
velopment of a boarding school.  
Salary commensurate  
with experience.  
Please apply in writing,  
with full C.V. and names,  
addresses and telephone  
numbers of two referees, to  
the Headmaster, Rodean  
School, Brighton BN2 5RQ.  
(35551) 184224

**Science**  
**Other Assistants**  
**AVON COUNTY**  
AVONHURST  
Independent Day School for  
Boys  
Graduate required in September  
to teach Physics throughout  
the school. Willingness to  
assist with rugby, cricket and  
extra-curricular activities is  
essential. The successful  
candidate will be involved  
very thoroughly in extra-  
curricular activities and be  
in sympathy with the de-  
velopment of a boarding school.  
Salary commensurate  
with experience.  
Please apply in writing,  
with full C.V. and names,  
addresses and telephone  
numbers of two referees, to  
the Headmaster, Avonhurst  
School, Clifton Down, Bristol  
BS8 3JL. Tel: 021-440  
0572/730198. (02321) 184224

**BATH**  
KING EDWARD'S SCHOOL  
Hartford, Northwich CV8 1LH  
Independent Co-Educational  
Grammar School (410 pupils)  
Required for September 1987  
a fully qualified teacher of P.E.  
and Games, specialising in  
Lacrosse. The school has a  
thriving and varied physical  
education programme which  
also includes the Duke of  
Edinburgh Award Scheme.  
Candidates for this post  
should expect to be involved  
very thoroughly in extra-  
curricular activities and be  
in sympathy with the de-  
velopment of a boarding school.  
Salary commensurate  
with experience.  
Please apply in writing,  
with full C.V. and names,  
addresses and telephone  
numbers of two referees, to  
the Headmaster, Rodean  
School, Brighton BN2 5RQ.  
(35551) 184224

**BOLTON**  
BOLTON SCHOOL (BOYS)  
DIVISION  
HMC 1000 boys 5-18 years  
DES AP Scheme, 250 in Sixth  
Form  
Required for September 1987  
a fully qualified teacher of P.E.  
and Games, specialising in  
Lacrosse. The school has a  
thriving and varied physical  
education programme which  
also includes the Duke of  
Edinburgh Award Scheme.  
Candidates for this post  
should expect to be involved  
very thoroughly in extra-  
curricular activities and be  
in sympathy with the de-  
velopment of a boarding school.  
Salary commensurate  
with experience.  
Please apply in writing,  
with full C.V. and names,  
addresses and telephone  
numbers of two referees, to  
the Headmaster, Rodean  
School, Brighton BN2 5RQ.  
(35551) 184224



**Lime House School**  
I.S.A.J.  
ESTABLISHED 1899  
An Independent Boarding and Day School for  
300 boys and girls, aged 4½ to 18 plus years.  
Required from September  
**Residential Physical  
Education Teacher**  
for girls games with English as back up subject.  
Suit newly qualified teacher.  
Apply to: With full C.V.  
Admission Secretary, Lime House School,  
Holm Hill, Dalton, Carlisle. Tel: 0228-710225  
(14721)

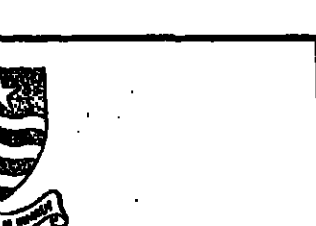
**HIGHGATE SCHOOL**  
London N6 4AY  
(01-340 1524)  
Owing to the appointment of the present Head  
of Department to a newly created post in the  
University of London (SOAS), Highgate School  
requires in September 1987 or January 1988 a  
graduate  
**PHYSICIST**  
An outstanding candidate might be considered for  
the post of  
**HEAD OF DEPARTMENT**  
Highgate School Salary Scale (substantially above  
national scales), accommodation possibly  
available. Applications including telephone  
number and the names, addresses and telephone  
numbers of two referees as soon as possible to  
Head Master (01-340 1524). (14855)

**SHERBORNE SCHOOL**  
STUDY CENTRE  
GREENHILL HOUSE  
Required for September 1987 a teacher of Physics  
and Chemistry.  
Greenhill House is a specialist unit which  
prepares overseas boys for admission to Independent  
schools through Common Entrance or  
G.C.S.E. examinations. A full range of subjects is  
taught. Classes are small (average six boys). Can-  
didates must be prepared to participate fully in  
the extra-curricular and supervisory side of  
school life. This is a residential post with accom-  
modation for a single person. Initially a one-year  
appointment with possibility of permanent post  
for suitable candidate. Salary on a scale related to  
Burnham.  
Applications in writing with C.V. and names of  
two referees to the Principal, Sherborne School  
Study Centre, Greenhill House, Sherborne, Dorset  
DT9 3MX. (14855)

**BIRMINGHAM**  
HOLY CHILD SCHOOL  
St. Mary's Road, Edgbaston,  
Birmingham B15 2UR  
Catholic independent day school  
for boys (350 pupils)  
Required for September 1987,  
a well-qualified teacher to  
teach Biology and Chemistry  
to GCSE level, and one of  
those to GCSE level. The  
post would be suitable for  
someone completing a  
degree this year. An ability  
to teach games and/or a  
willingness to play a part  
in the C.C.F. would be an  
advantage.  
Own salary scale above  
Baker. Further information  
may be available.  
Further details are  
available from The Master,  
Holy Child School, St. Mary's  
Road, Edgbaston, Birm-  
ingham B15 2UR. Tel: 021-440  
0572/730198. (02321) 184224

**DEVON**  
BRANDEN SCHOOL  
Exeter  
Independent Day School for  
Boys  
Required for September 1987  
a fully qualified teacher of P.E.  
and Games, specialising in  
Lacrosse. The school has a  
thriving and varied physical  
education programme which  
also includes the Duke of  
Edinburgh Award Scheme.  
Candidates for this post  
should expect to be involved  
very thoroughly in extra-  
curricular activities and be  
in sympathy with the de-  
velopment of a boarding school.  
Salary commensurate  
with experience.  
Please apply in writing,  
with full C.V. and names,  
addresses and telephone  
numbers of two referees, to  
the Headmaster, Rodean  
School, Brighton BN2 5RQ.  
(35551) 184224

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addresses and telephone  
numbers of two referees, to  
the Headmaster, Rodean  
School, Brighton BN2 5RQ.  
(35551) 184224



**ST JOHN'S COLLEGE**  
SOUTHSEA HANTS PO5 3QW  
An RC Independent Day and Boarding School  
for Boys.  
Conducted by the De La Salle Brothers  
620 Pupils 11-18  
REQUIRED FOR SEPTEMBER 1987  
**TEACHER OF  
CHEMISTRY/BIOLOGY**  
Burnham Scale 1/2  
Ability to assist with Rugby/Cricket an advantage.  
Further information from the Headmaster's Sec-  
retary (0706) 815118. (18722)

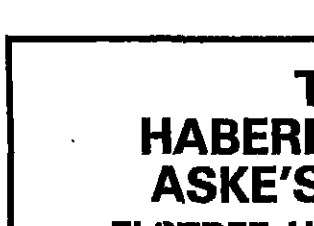
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STUDY CENTRE  
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Required for September 1987 a teacher of Physics  
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Greenhill House is a specialist unit which  
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schools through Common Entrance or  
G.C.S.E. examinations. A full range of subjects is  
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DT9 3MX. (14855)

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Study Centre, Greenhill House, Sherborne, Dorset  
DT9 3MX. (14855)

**HERTFORDSHIRE**  
HAILEYBURY & DE  
Hertford  
Required for September  
1987, or January 1988, a  
well-qualified teacher to  
teach Biology and Chemistry  
to GCSE level, and one of  
those to GCSE level. The  
post would be suitable for  
someone completing a  
degree this year. An ability  
to teach games and/or a  
willingness to play a part  
in the C.C.F. would be an  
advantage.  
Own salary scale above  
Baker. Further information  
may be available.  
Further details are  
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Holy Child School, St. Mary's  
Road, Edgbaston, Birm-  
ingham B15 2UR. Tel: 021-440  
0572/730198. (02321) 184224

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Road, Edgbaston, Birm-  
ingham B15 2UR. Tel: 021-440  
0572/730198. (02321) 184224



**THE HABERDASHERS' ASKE'S SCHOOL**  
ELSTREE, HERTS WD6 3AF  
(HMC - INDEPENDENT -  
1300 BOYS - 300 IN SIXTH)  
Required for September 1987, a well-qualified  
and enthusiastic graduate to teach  
**PHYSICS**  
throughout the school.  
Please telephone the Headmaster's Secretary  
(01-207 4323) for further details.

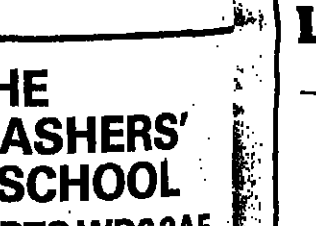
**THE ARTS EDUCATIONAL SCHOOLS**  
CHISWICK, LONDON  
required for September  
A full-time Biology graduate to teach  
pupils from 11-14 and GCSE Human  
Biology from 14-16.  
Salary negotiable. Curriculum vitae with  
two references as soon as possible to  
The Principal  
The Arts Educational Schools  
Cone Ripman House  
14 Bath Road  
Chiswick  
London W4 1LY  
(Tel: 01 994 9368)  
Closing date: Friday, 19 June

**THE ARTS EDUCATIONAL SCHOOLS**  
CHISWICK, LONDON  
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A full-time Biology graduate to teach  
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Salary negotiable. Curriculum vitae with  
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Cone Ripman House  
14 Bath Road  
Chiswick  
London W4 1LY  
(Tel: 01 994 9368)  
Closing date: Friday, 19 June

**LONDON SW2**  
STREATHAM HILL AND  
CLAPHAM HIGH SCHOOL  
Weybridge, Surrey TW20 2EX  
The Girls' Public Day School  
Trust  
DHS and GSA School  
Required for September 1987,  
a well-qualified teacher to  
teach Biology and Chemistry  
to GCSE level, and one of  
those to GCSE level. The  
post would be suitable for  
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degree this year. An ability  
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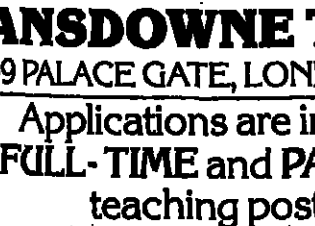
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**INDEPENDENT EDUCATION continued**  
**Social Studies**  
**Other Assistants**  
**SURREY**  
HURSTWOOD HOUSE SCHOOL  
Independent Co-Educational  
Grammar School (410 pupils)  
Required for September 1987,  
a fully qualified teacher of P.E.  
and Games, specialising in  
Lacrosse. The school has a  
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education programme which  
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School, Brighton BN2 5RQ.  
(35551) 184224

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HURSTWOOD HOUSE SCHOOL  
Independent Co-Educational  
Grammar School (410 pupils)  
Required for September 1987,  
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the Headmaster, Rodean  
School, Brighton BN2 5RQ.  
(35551) 184224

**SURREY**  
HURSTWOOD HOUSE SCHOOL  
Independent Co-Educational  
Grammar School (410 pupils)  
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**THE HABERDASHERS' ASKE'S SCHOOL**  
ELSTREE, HERTS WD6 3AF  
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1300 BOYS - 300 IN SIXTH)  
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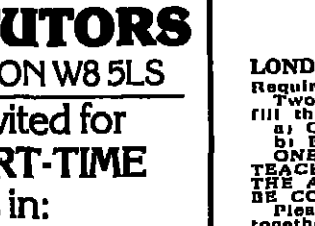
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North Foreland Road,  
Broadstairs CT10 3NP  
Tel: 0843 62324  
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to GCSE level, and one of  
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Further details are  
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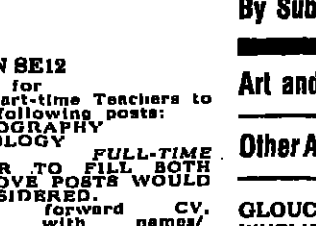
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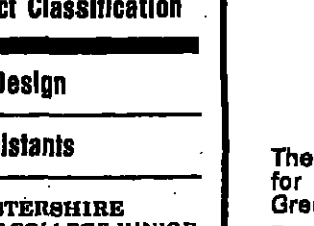
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**INDEPENDENT EDUCATION continued**  
**Speech and Drama**  
**Other Assistants**  
**CROYDON**  
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**PHYSICS**  
through







## HERTFORDSHIRE COUNTY COUNCIL

Stevenage College  
Monkswood Way, Stevenage, Herts. SG1 1LAHead of Department  
of Business Studies  
and Information Systems  
Grade IV

Applications are invited for the above post which will be tenable from 1st January 1988 following the retirement of the existing holder.

Further particulars and application forms available from the Principal to whom they should be returned by 26th June 1987. (40830)

Lancashire  
County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

The following are required for 1st September, 1987 and the closing date is 26th June, 1987.

## Further Education

Application forms from the Principal at the College unless otherwise stated (SAE please).

## LANCASTER AND MORECAMBE COLLEGE

Morecambe Road, Lancaster  
Senior Lecturer - Travel and Tourism (Salary: £12,615-£14,820 per annum) to accept responsibility for ABTA, BTCE and other courses and act as a catalyst for future developments in travel and tourism within the college.

Lecturer 1 - (4 Posts) (Salary: £6,843-£13,656 per annum)  
Post 1 - Electrical Engineering  
Post 2 - Secretarial Studies  
Post 3 - Social Services - to make an input to existing courses and to take responsibility for BTCE 1st level in care.  
Post 4 - Human development and health studies - to have an input to existing courses and to foster further development in BTCE national diploma in health studies.

## ACCRINGTON &amp; ROSSDALE COLLEGE

Sandy Lane, Accrington  
Lecturer 1 - in accommodation services/food and beverage service to teach within the department's range of courses. Hotel housekeeping experience at supervisory levels desirable. (14728)

COLLEGES OF FURTHER  
& TERTIARY  
EDUCATION  
continued

**SUNDERLAND BOROUGH COUNCIL EDUCATION DEPARTMENT MONKWEARMOUTH COLLEGE**  
Applications are invited for the following vacant posts:  
**HEAD OF DEPARTMENT OF SCIENCE & TECHNOLOGY (GRADE IV)**  
£16,704 - £18,714 p.a. (under review)  
Applicants should possess a degree, be teacher trained and have had extensive teaching and administrative experience of post 16 education.  
**LECTURER I IN TEXTILES**  
£6,843 - £13,656 p.a. (under review)  
Duties for the above two posts to commence 1st September 1987 or as soon as possible thereafter.  
Further details available upon receipt of an application form and envelope from the Principal, Monkwearmouth College, Seven Street, Sunderland, S15 1EB.  
Closing date for applications: 26th June, 1987. (35556)

## Other Appointments

## AVON COUNTY

CITY OF BATH COLLEGE OF FURTHER EDUCATION  
PRINCIPAL LECTURER - ELECTRONICS ENGINEERING

Applications are invited for the above post which will be tenable from September 1987 pending a major reorganisation of the College academic structure.

Application form and further details (not placed) may be obtained from the Principal, City of Bath, Bath BA1 1UP. Closing date: 26th June 1987.  
Avon is an equal opportunities employer. (35554)

AVON COUNTY  
EDUCATION SERVICES  
SOUTH BRISTOL  
TECHNICAL COLLEGE  
Marksbury Road,  
Bristol BS3 5JLDEPARTMENT OF  
GENERAL STUDIES

Applications are invited from suitably qualified candidates for the post of:

## LECTURER I IN HOME ECONOMICS

The person appointed will be required to teach Home Economics (Food & Nutrition) to GCSE standard, to act as Course Tutor to the full-time City & Guilds Family & Community Care Course, to teach the Food & Accommodation Studies elements of this course and to accept responsibility for other HE work in the College.

Applicants should have a degree and/or recognised teaching qualifications in Home Economics, and experience of teaching and course administration of the above City & Guilds course.

Duties to commence 1st September 1987, or as soon as possible thereafter.

Salary £6,843 - £11,665 (to £13,656 max. under review).

Application forms, returnable by Wednesday 26th June are available from the Chief Administrative Officer at the above address. Please enclose S.A.E.

Avon is an equal opportunities employer. (35743)

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BEXLEY LONDON BOROUGH  
ERITH COLLEGE OF TECHNOLOGY

Applications are invited for the following posts:

LECTURER GRADE II IN  
TRAVEL & TOURISM

Course co-ordinator for BTCE National Courses in Travel and Tourism required. Appropriate qualifications and relevant experience in the industry essential.

## LECTURER GRADE I IN TRAVEL &amp; TOURISM

To teach on a variety of Travel & Tourism courses (Y.T.S., C.T.C., COTAC, BTCE). An interest in experiential learning essential.

## LECTURER GRADE II IN BUSINESS STUDIES

As BTCE National co-ordinator in Business Studies. Experience of graded learning packages and possession of Teaching Certificate desirable.

## LECTURER GRADE I IN BUSINESS STUDIES

To teach on BTCE National standard. The person appointed will act as course tutor in CPVE students.

## LECTURER GRADE II IN SOCIAL CARE

Course tutor required for the Pre-Certificate in Social Care course. Applicants must be qualified Social Workers (CCSWs) and ideally hold a Teacher Training Certificate.

LECTURER GRADE II FOR  
HOME ECONOMICS

A qualified teacher required for Home Economics. Experience of Special Needs would be helpful.

## LECTURER GRADE I FOR SPECIAL NEEDS

Experience of teaching basic skills to Special Need students is essential. The person appointed will need to organise work placements and individual experience and act as counsellor to Special Needs students. Ability to assist in a multi-skills workshop environment would be desirable.

LECTURER GRADE I IN  
CLOTHING TECHNOLOGY

Duties will include the teaching of aspects of Clothing Production Skills Making-up and Pattern Cutting to students following the BTCE National Diploma. Industrial experience and teaching qualification desirable but not essential.

## LECTURER GRADE I - MOTOR VEHICLE

Duties are partly concerned with students following a CPVE programme as well as general craft courses.

## LECTURER GRADE II IN GENERAL STUDIES

Lecturer II for teaching a wide range of courses in General Studies including Life & Social Skills. Applicants should have appropriate qualifications and experience for the work and will be expected to lead the Head of School of General & Communication Studies as Deputy.

LECTURER GRADE II IN  
SECRETARIAL STUDIES

To teach Secretarial Skills and Office Practice and to take responsibility for an area of work. Familiarity with modern office procedures is an essential requirement and duties will include responsibility for the Office Practice Resource Centre.

Salary: Lecturer Grade II: £9,390-£14,451 incl.  
Lecturer Grade I: £7,638-£12,661 incl.

The L.B.A. operates an Equal Opportunities Policy.

Applications forms and further particulars may be obtained from the Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent DA17 6JA. (Tel. No. Erith 42311, Ext. 239) to whom should be returned within two weeks of the appearance of this advertisement.

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# COLLEGES OF FURTHER EDUCATION

continued

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF RICHMOND UPON THAMES  
(An Equal Opportunity Employer)  
**RICHMOND UPON THAMES COLLEGE**  
SCHOOL OF BUSINESS STUDIES AND HUMANITIES  
LECTURER II - BUSINESS STUDIES AND HUMANITIES  
Salary Scale: £5,895 - £13,656 plus £755 Outer London Allowance

Required from September 1987 an enthusiastic lecturer to teach in a relevant academic discipline, possess a recognised teaching qualification and preferably have some commercial or industrial experience.

Female will be required to teach Business Studies G.C.S.E. Economics to weak and struggling students and will have responsibility for developing further these subjects.

LECTURER I - ECONOMICS AND BUSINESS STUDIES (temporary for one year)  
Salary Scale: £5,843 - £11,865 plus £705 Outer London Allowance

Required for September 1987 an enthusiastic lecturer to teach in a relevant academic discipline, possess a recognised teaching qualification and preferably have some commercial or industrial experience.

Application forms and further details (footscap S.A.S.E. please return by 26th June 1987, from: Personnel, Richmond upon Thames College, Egham Road, TW20 2EX) (355858)

## Berkshire County Council Berkshire College of Art and Design

Lecturer 1 post in:

# PRINTING SCIENCE

To commence 1 September  
Salary scale £6,843-£11,865-£13,656

Full details and application forms from the Head of Department of Graphic Communication, Berkshire College of Art and Design Kings Road, Reading RG1 4HJ.

Berkshire County Council is an equal opportunity employer.

## HUDDERSFIELD POLYTECHNIC

INFORMATION TECHNOLOGY IN NON-ADVANCED FURTHER EDUCATION PROJECT

STAFF DEVELOPMENT OFFICER -  
LECTURER II SENIOR LECTURER REF: ACA742  
COURSEWARE DEVELOPMENT OFFICER (CDO)  
LECTURER II SENIOR LECTURER REF: ACA743

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Both posts will be contributing to funding the aims of the DES funded Educational Support Grant II in HAFS programmes.

Salary: £12,015 - £14,820 (1987) - £15,875

Further details and application forms (please send SAE) from the Personnel Office, The Polytechnic, Queensgate, Huddersfield HD1 1ST and should be returned to that office by 26 June 1987.

**NOTTINGHAMSHIRE COUNTY COUNCIL**  
SOUTH NOTTINGHAMSHIRE COLLEGE  
EDUCATION  
SCHOOL OF BUSINESS STUDIES AND HUMANITIES  
LECTURER I - BUSINESS STUDIES AND HUMANITIES  
Salary Scale: £5,843 - £11,865 plus £755 Outer London Allowance

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Required for September 1987 an enthusiastic lecturer to teach in a relevant academic discipline, possess a recognised teaching qualification and preferably have some commercial or industrial experience.

Application forms and further details (footscap S.A.S.E. please return by 26th June 1987, from: Personnel, Nottinghamshire County Council, Egham Road, TW20 2EX) (355858)

**RICHMOND UPON THAMES**  
LONDON BOROUGH OF RICHMOND UPON THAMES  
(An Equal Opportunity Employer)  
**RICHMOND UPON THAMES COLLEGE**  
SCHOOL OF BUSINESS STUDIES AND HUMANITIES  
LECTURER I - BUSINESS STUDIES AND HUMANITIES  
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## Berkshire County Council Berkshire College of Art and Design

Lecturer 1 post in:

# PRINTING SCIENCE

To commence 1 September  
Salary scale £6,843-£11,865-£13,656

Full details and application forms from the Head of Department of Graphic Communication, Berkshire College of Art and Design Kings Road, Reading RG1 4HJ.

Berkshire County Council is an equal opportunity employer.

## HUDDERSFIELD POLYTECHNIC

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Further details and application forms (please send SAE) from the Personnel Office, The Polytechnic, Queensgate, Huddersfield HD1 1ST and should be returned to that office by 26 June 1987.

**SOMERSET COUNTY COUNCIL**  
BRIDGWATER COLLEGE  
TERTIARY COLLEGE  
1. DEPARTMENT OF ART AND DESIGN  
LECTURER I - ART AND DESIGN  
Salary Scale: £5,843 - £11,865 plus £755 Outer London Allowance

Required from September 1987 an enthusiastic lecturer to teach in a relevant academic discipline, possess a recognised teaching qualification and preferably have some commercial or industrial experience.

Female will be required to teach Business Studies G.C.S.E. Economics to weak and struggling students and will have responsibility for developing further these subjects.

LECTURER I - ECONOMICS AND BUSINESS STUDIES (temporary for one year)  
Salary Scale: £5,843 - £11,865 plus £705 Outer London Allowance

Required for September 1987 an enthusiastic lecturer to teach in a relevant academic discipline, possess a recognised teaching qualification and preferably have some commercial or industrial experience.

Application forms and further details (footscap S.A.S.E. please return by 26th June 1987, from: Personnel, Somerset County Council, Egham Road, TW20 2EX) (355858)

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# PRINTING SCIENCE

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Salary scale £6,843-£11,865-£13,656

Full details and application forms from the Head of Department of Graphic Communication, Berkshire College of Art and Design Kings Road, Reading RG1 4HJ.

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**SURREY EDUCATION AUTHORITY**  
SURREY COLLEGE  
LECTURER I - BUSINESS STUDIES AND HUMANITIES  
Salary Scale: £5,843 - £11,865 plus £755 Outer London Allowance

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Required for September 1987 an enthusiastic lecturer to teach in a relevant academic discipline, possess a recognised teaching qualification and preferably have some commercial or industrial experience.

Application forms and further details (footscap S.A.S.E. please return by 26th June 1987, from: Personnel, Surrey Education Authority, Egham Road, TW20 2EX) (355858)

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**LONDON WC1**  
UNIVERSITY OF LONDON  
INSTITUTE OF EDUCATION  
ECONOMIC AWARENESS TEACHER (ECATT)  
LECTURER IN EDUCATION  
Salary Scale: £5,843 - £11,865 plus £755 Outer London Allowance

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**ST. WILLIAM'S FOUNDATION**  
ONE YEAR RESEARCH POSTS AT THE UNIVERSITY OF LEEDS  
A COHERENT TECHNOLOGICAL EDUCATION  
Applications are invited for two one year research posts in connection with the above project, the successful candidate will explore ways in which technological awareness can be developed across the curriculum of secondary schools. The research will be carried out in the Yorkshire and Humberside regions. Successful candidates will be building on work carried out by research associates appointed in September 1987 and 1988. They will also be working with teachers in local education authorities. The posts are tenable at the University of Leeds and Sheffield in Range A of the scale for research associates (£14,820 - £18,656). Additional teacher salary will be paid. Further details and application forms from Mary Griffin, Personnel, University of London, Egham Road, TW20 2EX. Completed applications required by 22 June.

This is a re-advertisement. Previous advertisement for this post was in the Times Educational Supplement of 12th June 1987. Further details and application forms from Mary Griffin, Personnel, University of London, Egham Road, TW20 2EX. Completed applications required by 22 June.

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## Berkshire County Council Berkshire College of Art and Design

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The SDO will be responsible for planning and implementing a range of staff development activities.

## COURSEWARE DEVELOPMENT OFFICER (CDO)

The CDO will be jointly responsible with CDOs from two local FE Colleges for relevant stages of courseware development and management in HAFS.

Both posts will be contributing to funding the aims of the DES funded Educational Support Grant II in HAFS programmes.

Salary: £12,015 - £14,820 (1987) - £15,875

Further details and application forms (please send SAE) from the Personnel Office, The Polytechnic, Queensgate, Huddersfield HD1 1ST and should be returned to that office by 26 June 1987.

**GLASGOW UNIVERSITY OF GLASGOW**  
RESEARCH FELLOWSHIP IN LITERATURE  
Applications are invited for the post of Research Fellow in the Department of Scottish Literature, tenable under the University Grants Committee (USG) scheme of an initial period of three years from 1 October 1987.

The Principal duties of the appointee will be to co-ordinate a programme of research in the field of Scottish literature, and to contribute to the development of a new distance education course in Scottish literature leading to the award of the degree of M.Phil., which is to be introduced in the 1988/89 session. The course in the first year material for which the appointee will be responsible will be prepared during 1987/1988, with a view to its introduction in the 1988/1989 session. The appointee will also be responsible for the development of a new distance education course in Scottish literature leading to the award of the degree of M.Phil., which is to be introduced in the 1988/1989 session. The course in the first year material for which the appointee will be responsible will be











## CHIEF INSPECTOR (HEAD OF COUNTY ADVISORY SERVICE)

£22,251-£23,700 p.a.  
(Soulbury 12 under review)

Innovative and energetic educationalist required to manage a strengthened team of Inspectors/Advisers in this large education authority in a developing part of the country.

You should have had several years' senior experience in an advisory service backed up by a successful management and teaching record in a substantial education establishment. You must be committed to improving education standards across an authority through professional evaluation/inspection, teacher staff development including training and appraisal, curriculum initiatives/programmes and managerial/professional support to Heads of Schools and Principals of Colleges.

Essential are proven organisational, administrative and personal skills to work at a policy level at a time of rapid change as part of the education authority's senior management team.

The base is Norwich which is a fine Cathedral City in the beautiful County of Norfolk to which relocation assistance is available. Essential car user/leasing scheme.

Application forms and details from County Education Officer, Education Department, County Hall, Martineau Lane, Norwich, NR1 2DL, returnable by 30th June, 1987. For an informal discussion telephone Colin Way, Norwich 611122 ext. 372.

**Norfolk County Council**

## Careers Officer

Grade: Scale 4 or 5 or 6  
£8,049-£8,910 or £9,129-£9,954 or  
£10,251-£10,902

Applications are invited from qualified Careers Officers for the above post to be based initially in the Edmonton Office.

The Authority is heavily involved in major new initiatives including the Open Tech., Open College and one of the three pilot TAP's projects. One of the local Colleges acts as the Accredited Training Centre for North London.

Duties include the full range of work in schools, including those remaining in the 6th form for one year, and liaison with employers and YTS Scheme. Preference will be given to candidates with an interest in work with computers, for which training will be given if necessary.

Scale 4 is applicable to those with only part one of the DCG who have a reduced workload. Scale 5 is applicable to officers with at least 2 years experience who undertake more responsible tasks.

Application forms and further details are available from the Education Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ. Telephone 01-866-8288. Closing date 3 July 1987. Quote Reference DE/773/213.

London Borough of

**Enfield**

## ADMINISTRATION L.E.A. CONTINUED

### Education General Inspector (Primary Phase)

£18,075-£19,587 p.a.  
(Soulbury HT Group 9)

A well qualified and experienced man or woman is required for 1 January 1988 for this challenging post in the Advisory and Inspection Service. The service is charged with the major tasks of assessment, reporting/advicing and development. Candidates are sought who, from a broad base of relevant skills and understanding, can contribute fully to the field of primary education.

Relocation expenses where appropriate. Application forms and further details are available from the Chief Education Officer, (enclosing a large stamped (32p) addressed envelope 31cm x 26cm) at County Hall, Closing date 26 June. Please quote ref. A161P/145.

An Equal Opportunity Employer.

**Nottinghamshire County Council**  
County Hall, West Bridgford  
Nottingham NG2 7QP

**Cleveland County Council**

### EDUCATION DEPARTMENT Assistant Education Officer

(Special Services) £16,778 - £17,918

Applications are invited from graduates, preferably with teaching and administrative experience, for the newly established fourth tier post in the Schools Division of the Education Department. This is a key post, the duties of which will include some responsibility for special education.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available within the County area.

Application forms and further details are available from the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland TS1 3BN. Telephone enquiries (0462) 248155, extension 3000. Closing date: 28th June 1987.

We are an equal opportunities employer. Job-sharing arrangements will be considered and all applicants who have the support of the Displacement Resettlement Officer will be granted an interview.

### EDUCATION DEPARTMENT

#### Chief Adviser

Post Ref. E701  
£21,165 - £22,332 (Pending Pay Award)  
Berneslai Close, Barnsley

This post has been created to provide leadership for the advisory team (eleven advisers), to co-ordinate the authority's programme, incorporating the Teachers Centre, to advise on staffing organisation and curriculum in schools.

Applicants should have substantial experience in both advisory and teaching posts and have acquired a wide range of skills within the education service.

#### Adviser for English/ Language Development

Post Ref. E703  
£18,459 - £19,587 (Pending Pay Award)  
Berneslai Close, Barnsley

Applicants should be suitably qualified and experienced to develop this newly created post with the advisory team.

The appointee will contribute to the corporate thinking of the advisory staff with particular responsibility for advancing the quality and standards of work within the full range of establishments which make provision for English/Language development.

Application forms from the Establishment Officer, County Offices, Kendray Street, Barnsley, S70 2TN. Telephone 733222, Ext. 256.

Closing date 3rd July, 1987.

**BARNSELY**

METROPOLITAN BOROUGH COUNCIL

### SCIENCE, TECHNOLOGY AND CRAFT CENTRE (STACC)

Archdeacon Street, Gloucester.

## SATRO DIRECTOR

Salary equivalent to Senior Lecturer - Senior Lecturer extended £12,610-£16,873 (currently under review)

Required for January 1988, a Director for the Science, Technology and Craft Centre, Gloucestershire's Science and Technology Regional Organisation, SATRO. The person appointed will continue and further develop the centre's activities with local companies and primary and secondary schools which aim to promote science, technology and design with industry.

Applicants should ideally have experience of teaching in schools working with industry, administration and management. Entrepreneurial flair would be advantageous.

For application forms and further details please contact: The Chief Education Officer, Personnel Division (NY2), Shire Hall, Gloucester GL1 2TP. Tel: Gloucester 425488 (24-hour). Closing date: 22nd June, 1987.

**Gloucestershire County Council**

The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community.

### ASSISTANT EDUCATION OFFICER (Forward Planning)

£14,862-£16,011

Based in the Forward Planning Unit of the Education Department, County Offices, Matlock. The post holder will be responsible for the initiation and implementation of schemes for the development improvement and monitoring of educational provision 5-18 including co-ordinating the process. The post holder will be responsible to the Principal Assistant Director (Schools).

The post carries a casual car user allowance and there is a scheme of financial assistance to newly appointed officers. For full details and application form please contact the Director of Education, County Offices, Matlock Derbyshire. Re-advertisement - previous applicants need not apply. Closing date - 3 July 1987.

The Council's policy is that all people receive equal opportunity regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability.

**DERBYSHIRE County Council**  
Supports Nuclear Free Zones

### Welsh Joint Education Committee - Cyd-Bwyllgor Addysg Cymru Director of the Microelectronics Education Unit, Cymru

Salary: Headteacher Group 6/7

MEU Cymru works through the LEAs in Wales in supporting the development of the use of information technology in all areas of the curriculum. The person appointed will have management experience and will have been actively involved in curriculum development and the development of learning systems based on the new technologies. The post is available from 1st September 1987 to March 1990.

Further details from: The Secretary, (MEU), Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. Tel: 0222-560011. Closing date: 24th June 1987.



### EDUCATION DEPARTMENT ASSISTANT EDUCATION OFFICER

Southern Area Office, Worthing  
Salary: PO (9-12) - £14,862 £16,011 p.a.

The successful applicant will be responsible to the Education Officer for the Southern area for providing professional support and assistance with the administration of a wide range of activities involving schools, colleges and youth and community services. Applicants should be graduates with teaching experience and previous experience in educational administration would be an advantage.

Application form and job description available from the Director of Education, County Hall, West Street, Chichester, West Sussex PO19 1RF (i.e. a.p. office) or by telephoning Mrs Maureen Dwyer on Chichester 777160 extn 2308.

Closing date: 26 June 1987

**west sussex**

### Northumberland County Council EDUCATION DEPARTMENT

#### Assistant Director (Support Services)

PO 5/6 £16011 to £17918

This post which offers a challenging opportunity to play an important role as a member of the Education Department's management team.

The main areas of responsibility covered by the Support Services Division are: Finance, Supplies, Staffing, Office Administration, School Meals, Transport, Buildings, Catering and Personnel matters. You should have substantial experience and be either a graduate or hold suitable professional qualifications. Candidates will be expected to be experienced in a number of the areas indicated above. Teaching experience is not considered to be essential for this post.

Application forms and further particulars from the Staffing Section, Education Department, County Hall, Morpeth, Northumberland, NE61 2EF on receipt of S.A.E. and should be returned by Friday 26 June 1987.

### Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

#### Administrative Assistant (Training of Governors)

Salary: £14,862-£16,011 per annum (PO 41 to 44)

Required for the Education Department, County Hall, Preston.

Applicants should be graduates or hold an equivalent qualification.

This is a new and challenging post. Candidates should have had recent experience of work of governing bodies and have a good knowledge of statutory framework. Previous experience in relation to the organisation and co-ordination of training programmes and new developments is desirable.

Application forms from the Chief Education Officer, Education Department, PO Box 81, County Hall, Preston PR1 1RJ (S.A.E. please). Ref: CO 357/1/PJ. Closing date: 18th June, 1987.

### HARROW

#### HARROW EDUCATION GENERAL ADVISER (VEI CO-ORDINATOR)

Salary: Burnham  
Headteacher £25,129, £12,812 -  
£21,963 inc.

We require as soon as possible a first-rate manager with wide educational experience to lead this well-established department following the promotion of the post-holder.

Application forms and further details may be obtained from Helen Dayley, Education Personnel, PO Box 22, Civic Centre, Harrow, Middlesex, HA1 2UW. Tel: 01-863 5611, Ext. 2308. Please quote reference E03.14.

The closing date for applications is 26 June 1987.

Harrow is an equal opportunity employer. 480000

### HARROW

#### LONDON BOROUGH OF HARROW ASSISTANT DIRECTOR (ADVISORY SERVICES)

Salary: £25,164 - £27,600  
inc. 86% Director's salary

We need an outstanding Assistant Director to lead a lively team of advisers and co-ordinate the work of the advisory, psychological, careers, educational, social work, and youth and community services.

Application forms and further details available from Helen Dayley, Education Personnel, PO Box 22, Civic Centre, Harrow, Middlesex, HA1 2UW. Tel: 01-863 5611, Ext. 2308. Please quote reference E03.01.

Harrow is an equal opportunity employer. 480000

### Re-advertisement EDUCATION DEPARTMENT

Applications are invited for the following posts based at the County Education Office, Chelmsford.

#### PRINCIPAL OFFICER (ADULT EDUCATION) PO5

Post No. C0007

£17,160-£18,294 (pay award pending W.E.F. 1/7/87)

The Officer will assist the Senior Education Officer responsible for Community Education in securing the efficient provision of education for adults throughout the County (currently some 60,000 enrolments in 45 establishments) and for liaison with statutory and voluntary bodies in the adult education field.

The successful candidate must have substantial knowledge of the education of adults and should be suitably qualified in this field. Experience of educational administration within an LEA would be a considerable advantage. He/she will be encouraged to stimulate and implement development.

#### PRINCIPAL OFFICER (YOUTH) PO5

Post No. C0012

£17,160-£18,294 (pay award pending W.E.F. 1/7/87)

The Officer will assist the Senior Education Officer responsible for Community Education in securing the efficient provision of the Youth Service and the County Council's Youth Training Scheme.

The successful candidate must have substantial knowledge of youth service provisions and should be suitably qualified in this field. Experience of Educational administration in this field would be a considerable advantage. He/she will be encouraged to stimulate and implement development.

Generous relocation expenses payable in appropriate cases.

Application forms and further details for both above posts available from (see please) The County Education Officer (P), PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD (Telephone Chelmsford 267222 ext 2626).

Closing date for both posts: 26th June 1987. Previous applicants will automatically be re-considered.

**ESSEX**  
County Council

## DEPUTY DIRECTOR OF EDUCATION

c.£22,000

We are seeking an honours graduate with appropriate teaching experience who can demonstrate a successful track record of both operational management and development in the Education Service and who has the ability to:

- contribute effectively to the organisation and administration of the Council's function as local education authority
- participate in new initiatives and the implementation of new legislation
- exercise personal responsibility for defined central functions in the Education Department
- promote positively the work of corporate groups
- assist with formal teacher consultation and negotiation
- manage the Department in the absence of the Director.

The successful candidate will work with an organisation committed to policy planning, the pursuit of excellence in schools and colleges, value for money, and a "customer first" approach.

The post carries an essential user car allowance and, in appropriate cases, a generous relocation package.

For an informal discussion, please contact Michael Sweet (021-704 6672) either before or after submitting an application.

Application form and further details available from Town Clerk & Chief Executive Officer, Metropolitan Borough of Solihull, P.O. Box 18, Council House, Solihull, West Midlands B91 3QS. Tel: 021-704 6086 (24-hour answering service) quoting Ref. No. C902A.

Completed application forms to be returned as soon as possible and no later than 3rd July, 1987.

ALL APPLICATIONS WILL BE CONSIDERED ON THEIR MERIT.

**Solihull**

METROPOLITAN BOROUGH COUNCIL

### RE-ADVERTISEMENT CHIEF ADVISER

Soulbury Scale H.T. II - £20,787 - £22,332  
(under review)

This new post has been established to provide leadership for a strong advisory team (currently consisting of 13 Advisers) to co-ordinate the Authority's INSET programme to promote curriculum development and the continuing improvement of the quality of education within the Borough. Candidates should have substantial experience in both teaching and advisory posts and have acquired management skills within the education service. Please note that previous applicants for this post will be re-considered, unless they wish otherwise.

Application forms and further details are available from the Director of Education (Tel: 081-480 4948 Ext. 3413), Town Hall, Stockport SK1 3XE to whom they should be returned by 26th June, 1987.

Stockport is an Equal Opportunities Employer.

**STOCKPORT**

### COUNTY EDUCATION DEPARTMENT ASSISTANT EDUCATION OFFICER (SCHOOLS)

(Based at County Hall, Dorchester)  
Post Number C006X

Applications are invited for the above post which will become vacant on 1st September 1987. You will be responsible for assisting the Area Education Officer in the management of schools in the Western half of the County with specific responsibility for the Primary Schools in the area.

You should have successful teaching and administrative experience in a local education authority.

Salary scale PO 10 (SCR 42-46) £15,243 - £16,374.

Relocation expenses are payable in approved cases.

Application forms returnable by 26th June, 1987 and further details from County Education Officer (Tel: County Hall, Dorchester, Dorset, DT1 1XX) on receipt of footsage S.A.E. (Please quote post number).

**DORSET**







# ENGLISH AS A FOREIGN LANGUAGE

**BOURNEMOUTH**  
We require experienced and/or qualified TEFL teachers for temporary posts in Bournemouth, Dorset, and Poole. For further details please contact: Anglo Continental, 33 Winchester Road, Bournemouth BH1 2BA. Tel: 0202 27414. Fax: 0202 27415. (35000) 700000

**COURSE DIRECTORS AND EFL TEACHERS** for non-residential summer posts in Bournemouth, Dorset, and Poole. For further details please contact: Anglo Continental, 33 Winchester Road, Bournemouth BH1 2BA. Tel: 0202 27414. Fax: 0202 27415. (35000) 700000

# DERBYSHIRE COUNTY COUNCIL

**ENGLISH AS A FOREIGN LANGUAGE**  
Please send display advert under secondary. (34791) 700000

**DIPLOMA IN T.E.F.L.** by correspondence. S.A.E. to: T.C. 210, Elvan Place, London SW3 3LA. (35000) 700000

**E.F.L. ORGANISATION** requires experienced teachers to coordinate non-teaching aspects of summer prog. Central London, July and/or Aug. Small groups. Accommodation provided but must know London well. Apply with photo Box No. 728 0076 Priority House, 81 John Lane, EC1M 4BE. (34059) 700000

**EFL - QUALIFIED AND EXPERIENCED TEACHERS** required for supply, short courses and summer sessions. Please contact: Course Director, Academy International, 3 Queens Gardens, London SW2 2JL. Tel: 01-583 5000. (35000) 700000

**EFL TEACHERS** required by Anglo-Foreign Centre for full-time temporary posts teaching adults from July 8th. Some permanent posts to be filled in September. RSA and one year's experience essential. Salary according to qualifications and experience. Send C.V. to: Lynda Pagan, Anglo-Foreign Centre, 24 St. James Street, London W1V 5AF. (40608) 700000

**OXFORDSHIRE**  
**SUMMER EFL TEACHERS** Required: Oxford, short-term vacation English Language courses for overseas students aged 11-20. Applicants with appropriate qualifications should apply. For further details write to: OAC International Vacancies, 99 Divinity Road, Oxford OX4 1LN. Tel: 0865 729587. (24799) 700000

**SPAIN**  
**QUALIFIED EXPERIENCED EFL TEACHERS**  
Required for Language School in Madrid to teach in the Business English, General English and Children's departments.  
Send CV with Photograph to: Linguage, Calle Uruguay 10, 28001 Madrid, Spain. (35000) 700000

**SUMMER VACANCIES**  
**EFL TEACHERS**  
If you are looking for an exhilarating summer job working with children at one of our International Residential Campuses. We have vacancies for qualified/experienced E.F.L. staff.  
We offer attractive salaries plus full board and accommodation.  
For details and applications please send s.a.e. (A4 size) to the Director, Buckwold International Summer Camp, Buckwold, Dorset, Dorset, UK. (34521) 700000

**SURREY**  
Course Director required for residential EFL course for 12-17 year olds near Godalming, Surrey, July 13th to August 2nd. Must be suitably qualified and experienced. Salary available on weeks before start of course.  
Further details from the Principal, Surrey Language Centre, 59 West Street, Guildford, Surrey GU1 1JG. Tel: 0436 79343. (40366) 700000

**SURREY**  
R.S.A. Expedient Certificate in T.E.F.L. five week course for Language Centres, Farnham, still available. Places available June 22nd.  
Details and application form from: Teacher Training, Surrey Language Centre, 59 West Street, Guildford, Surrey GU1 1JG. Tel: 0436 79343. (40366) 700000

**ASSISTANT EXAMINERS** are required for:  
Agricultural Science  
CDT: Technology  
Electronics  
European Studies  
French: Language & Culture  
German  
Geography  
Home Economics: Textiles  
Italian  
Motor Vehicle Studies  
Photography  
Physical Education  
Physics  
Russian  
Spanish  
Technology  
Understanding Industrial Society

**ASSESSORS** are required for:  
Agricultural Science  
CDT: Technology  
Electronics  
European Studies  
French: Language & Culture  
German  
Geography  
Home Economics: Textiles  
Italian  
Motor Vehicle Studies  
Photography  
Physical Education  
Physics  
Russian  
Spanish  
Technology  
Understanding Industrial Society

**VISITING ASSESSORS** are required for:  
CDT: Design & Communication  
CDT: Technology  
Electronics  
Motor Vehicle Studies

**VISITING EXAMINERS** are required for:  
Music (Performing)

**APPOINTMENT OF ASSISTANT EXAMINERS, ASSESSORS, VISITING ASSESSORS, and VISITING EXAMINERS**

**APPOINTMENT OF ASSISTANT EXAMINERS, ASSESSORS, VISITING ASSESSORS, and VISITING EXAMINERS**

# English as a Second Language

**BEDFORDSHIRE EDUCATION SERVICE**  
Required for September 1987 for 12-17 year olds. For further details contact: Mr. A. Smith, Bedford Education Service, Bedford Road, Bedford MK43 0JL. Tel: 0455 5111. (34059) 700000

# SHEFFIELD CITY POLYTECHNIC

Are you a graduate or teacher? Do you want to teach English to Speakers of Other Languages?  
Open Polytechnic Distance Training programme with short residential blocks available to you.  
Certificate in TESOL  
Associate Diploma (TESOL)  
Licentiate Diploma (TESOL)  
Fellowship (TESOL)  
For full details write or telephone: The TESOL Centre, Sheffield City Polytechnic, 444 St. John's Lane, Sheffield S1 4AB. Tel: (0742) 35000. (34566) 700000

**SPAIN**  
**QUALIFIED EXPERIENCED EFL TEACHERS**  
Required for Language School in Madrid to teach in the Business English, General English and Children's departments.  
Send CV with Photograph to: Linguage, Calle Uruguay 10, 28001 Madrid, Spain. (35000) 700000

**SUMMER VACANCIES**  
**EFL TEACHERS**  
If you are looking for an exhilarating summer job working with children at one of our International Residential Campuses. We have vacancies for qualified/experienced E.F.L. staff.  
We offer attractive salaries plus full board and accommodation.  
For details and applications please send s.a.e. (A4 size) to the Director, Buckwold International Summer Camp, Buckwold, Dorset, Dorset, UK. (34521) 700000

**SURREY**  
Course Director required for residential EFL course for 12-17 year olds near Godalming, Surrey, July 13th to August 2nd. Must be suitably qualified and experienced. Salary available on weeks before start of course.  
Further details from the Principal, Surrey Language Centre, 59 West Street, Guildford, Surrey GU1 1JG. Tel: 0436 79343. (40366) 700000

**SURREY**  
R.S.A. Expedient Certificate in T.E.F.L. five week course for Language Centres, Farnham, still available. Places available June 22nd.  
Details and application form from: Teacher Training, Surrey Language Centre, 59 West Street, Guildford, Surrey GU1 1JG. Tel: 0436 79343. (40366) 700000

**ASSISTANT EXAMINERS** are required for:  
Agricultural Science  
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French: Language & Culture  
German  
Geography  
Home Economics: Textiles  
Italian  
Motor Vehicle Studies  
Photography  
Physical Education  
Physics  
Russian  
Spanish  
Technology  
Understanding Industrial Society

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Italian  
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Physics  
Russian  
Spanish  
Technology  
Understanding Industrial Society

**VISITING ASSESSORS** are required for:  
CDT: Design & Communication  
CDT: Technology  
Electronics  
Motor Vehicle Studies

**VISITING EXAMINERS** are required for:  
Music (Performing)

**APPOINTMENT OF ASSISTANT EXAMINERS, ASSESSORS, VISITING ASSESSORS, and VISITING EXAMINERS**

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# SANDWELL METROPOLITAN BOROUGH COUNCIL

**ETHNIC MINORITY SUPPORT SERVICE**  
Required for September 1987 for 12-17 year olds. For further details contact: Mr. A. Smith, Sandwell Education Service, Sandwell Road, Sandwell, Birmingham B70 9JL. Tel: 091 5111. (34059) 700000

# SHORPBURN

Are you a graduate or teacher? Do you want to teach English to Speakers of Other Languages?  
Open Polytechnic Distance Training programme with short residential blocks available to you.  
Certificate in TESOL  
Associate Diploma (TESOL)  
Licentiate Diploma (TESOL)  
Fellowship (TESOL)  
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**APPOINTMENT OF ASSISTANT EXAMINERS, ASSESSORS, VISITING ASSESSORS, and VISITING EXAMINERS**

# Bristol Polytechnic

# Certificate in the Teaching of Science

(Physics and Integrated Science)  
A one-year full-time conversion course for Qualified Teachers

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